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The President's Message



THE National Congress of Parents and Teachers is this year expressing its thanks and appreciation to its members individually and collectively. During the financial depression our members have steadfastly evidenced their devotion to the Congress and their faith in the ideals of the organization not only by maintaining our membership at par, but by gaining a fine increase in numbers. Our National Convention attracted a splendid attendance, and state conventions generally have demonstrated the fact that the great interest in our work offsets those handicaps which come when business prosperity declines.

IT is gratifying to know that the work has been unimpaired because it was protected by the unselfish energy of our members everywhere. They have found much work to do; they have found in it a challenge that urged brain, heart, and hand to serve to the utmost; they have found a pride in work well done, and a gladness that it was theirs to do.

THE stress of the times has brought the realization that our organization may be a great moral and financial support to those who have been caught in the whirlpool of depression. In friendship and sympathy we have offered them our assistance. The determination that children shall continue to have health, education, and affection is characteristic of the parents and teachers of today. It may be that these times of adversity will be valuable to us in proving even more convincingly the generosity of heart and hand of our members; it may be that the pressure of adverse conditions will bring forth greater strength, more thoughtful consideration of educational values, and a greater degree of cooperation in maintaining high ideals in homes, schools, and communities. The greater effort we put into our work, in keeping it progressive and practical, the greater will its value be to us and to the children as well. We are willing to make even greater efforts now than in times of prosperity.

THE spirit of parent-teacher service has ever been to do at all costs the thing which is best for youth. If children have needed us in times of financial prosperity, they need us all the more when days are less bright. We are thankful that we are prepared to meet the great tasks ahead, and we are willing to test the zeal of our organization by its future attainments.

Minnie B. Bradford

President, National Congress of Parents and Teachers



Partnership or Authority?

BY JOHN R. P. FRENCH *

Headmaster, Cambridge School, Weston, Massachusetts

I HAVE been asked to discuss the social needs of adolescents. Since I am a schoolmaster, and many of you are parents, I shall probably sound like a schoolmaster talking to parents. As you know, schoolmasters are in these days inclined to be very severe with parents. But I hasten to advance the claim that I am also a parent—so I shall say nothing to you, or about you, that I could not with equal propriety say to myself, or about myself. If I appear to speak as if I knew something about the matter, you must make allowances: that is the schoolmaster speaking. As a parent I know so little that I am continually but-tonholing people who do know in order to find out something.

In a rectorial address delivered to Scottish students at St. Andrews in 1922, Sir James Barrie had this to say: "My own theme is courage, as you should use it in the great fight that seems to me to be coming between youth and their betters; by youth, meaning, of course, you, and by your betters, us." And then, a little later on: "I use the word fight because it must, I think, begin with a challenge; but the aim is the reverse of antagonism, it is partnership. I want you to hold that the time has arrived for youth to demand that partnership, and to demand it courageously."

That was nine years ago. Youth has, I think, issued that challenge, in America as well as in Europe. And if we as parents

and as teachers are to understand youth, and do something to meet its needs, I believe we must start with that clear assumption. Our children are not content any more to let us tell them always what they shall do, or what they shall not do. They are demanding a voice; and they are demanding it courageously. The courage of our American youth in the face of its elders and betters is a theme which I need not elaborate. I hold it to be, however, more often than not a high courage—a courage which can be and is ready to be aligned with the noblest aspirations. That, in fact, is my text, in so far as I have a text, for these brief remarks. I shall maintain that the "revolt of youth" is not necessarily a social liability; but that, on the other hand, it may well be a social asset. I shall contend that it is, in fact, partnership which youth is demanding; and that by and large it is only when partnership is refused that the demand for complete autonomy comes to the fore, and the fight takes on an aspect which all sensible people are bound to deplore.

The Decline of Authority

BEFORE undertaking to develop this point, I should like to pause briefly and take a look, with you, at the world in which we live. I mean particularly the world of youth and their elders and betters, the world in which the fight is

* Mr. French delivered this address at a Parent Education Conference at Wellesley College, April 11, 1931, under the auspices of the Massachusetts Parent-Teacher Association and the Wellesley College Department of Education.

now being fought, with uneven results.

It is not at all the world in which we, the elders and betters, grew up. Some of our worst mistakes, as parents and teachers, come from forgetting this or from too proudly ignoring it. The differences are many. Some of them, like the automobile and the radio and the movies and the widespread use of the telephone, are obvious enough in their social consequences. But there is one difference—a very great one—which is certainly vital to our discussion. It has come about gradually, at any rate in America, but I think it has come to stay. It may be summed up, in a phrase, as *the decline of authority*.

Nowhere in the world today (except perhaps temporarily in Italy) is authority so sure of itself as it was a generation ago. To watch the British cabinet dealing with the situation in India, and to compare their attitude and their action with what would certainly have taken place in the first years of our century, is to be filled with amazement. But it is not only political autocracies which have tumbled from their high estate. When I was a boy in school the word of the master was unalterable law. To have suggested, even, that the edict of authority be discussed by those under authority would have been treason. When we learned "Theirs not to reason why—theirs but to do or die," it never for a moment occurred to us that any other philosophy of obedience was possible. But where can you find today a high school without its system of self-government, or a college without its student council? Why, in one school I know of, they regularly elect a mayor in the first grade; and I'm told that their police department is a marvel of efficiency.

I am reminded of an incident which occurred some three or four years ago; and I mention it because nobody seemed the least bit surprised at it. It took place at the annual meeting of an association of colleges and secondary schools. This association is a highly dignified body; in fact, it is quite largely composed of obvious elders and conscious betters. At the afternoon session of the meeting I have in mind there were three speakers. Not one of them was over

twenty-two, I should think—at any rate one was still in college and the other two were in professional schools. And they were there to tell the gray-beards and the bald-heads how a college should be run! There were several college presidents in the front rows; and they were quite respectfully attentive.

Now, quite apart from any effect the remarks of the young men may have had upon college policy—and some of you know, I am sure, that student recommendations have in recent years had very definite effect in high academic circles—I wish to point out that the spectacle of college boys telling college presidents how the job ought to be done, and that under the auspices of a venerable educational association, is a new thing in the world. What it indicates clearly enough is a new respect for youth, for the thoughts of youth, in the minds of their elders. I think it is precisely upon this respect that the new partnership may successfully be founded; but nobody can deny that it implies a definite abrogation of traditional authority.

That the decline of authority should affect children in their home relations as well as in their school relations is matter of course. Parental authority, I am inclined to believe, is even less sure of itself today than any other kind of authority. The special reason for this is, of course, that parents themselves no longer feel sure they are right. In fact, I think it is fair to say that many of the most thoughtful parents not only doubt their own rightness in particular instances but, beyond that, are genuinely at sea concerning the whole matter of right and wrong as that matter presents itself in a modern world. Is it right for thirteen-year-old girls to dance until midnight? Is it right for sixteen-year-old boys to take fifteen-year-old girls on long evening rides in the family car, unchaperoned? Are "necking" and "petting" permissible under certain circumstances—and if so under what circumstances? Is physical modesty a virtue—or is it merely a habit, or a trick? I need not go on. Every parent of an adolescent boy or girl has faced these questions and others. The point I am

making is this: When we are not ourselves sure what is right and what is wrong, the pretense to absolute authority can be nothing but a pious fraud. Need I remind you that our adolescent children know this?

To sum up, then: Here we are, we elders and betters, in a world so different from the one we were brought up in that precedents derived from our own youth are dangerous as often as they are safe; and we face this situation with most of the old-time pillars of authority knocked out from under us by the relentless rush of events. Nevertheless here we are, and here our children are. We do most passionately want them to increase in wisdom as they increase in stature; we do rightfully believe that experience has taught us some lessons we would gladly pass on if we knew how; we do face the disagreeable fact that if our children go wrong we shall be blamed for it. Truly, if the children drink vinegar, the teeth of their parents are set on edge!

What to Do About It

Now, I suppose, I ought to tell you what to do about it. But I shall, instead, tell you a story. It is a true story, and it is fairly recent.

The headmaster of a large and prosperous country day school for girls and boys, located in a fashionable residential community, had been visited in his office by many mothers who protested that they themselves disapproved of the press of social engagements and the late hours kept by their children but were powerless to do anything about it. They proffered the explanation, familiar to every headmaster: "As long as Mrs. So-and-So lets her daughter do it I have to let mine, or else she'll think I'm mean."

The headmaster had a thought. He called together a small group of mothers and told them that they ought to summon a larger group, hold a meeting, and come to mutually

satisfactory agreements concerning the number of week-end parties, the hours to which they should be limited, and other pertinent details. His proposal was enthusiastically accepted.

The meeting took place upon an afternoon at the home of one of the mothers. It proved to be a most satisfactory occasion. There was genuine and happy agreement, and a beautiful set of rules was concocted and put on paper.

The next morning, at school, the headmaster became aware that something was in the air. He soon discovered that it was a mutiny on the part of the young. A petition was being circulated among the older children which voiced an eloquent and vigorous protest against the legislative action of the mothers. It appeared that the daughter of the household in which the meeting had taken place had unexpectedly returned from school and had hung over the stair rail and overheard the whole performance. She had lost no time in communicating the dire news to her friends at school.

The mothers, confronted with the mutiny, arrived at the headmaster's office in some consternation. As he had got them into the scrape, it appeared to be his duty to get them out again. This time he thought more carefully. He suggested that they appoint a committee of five mothers and five daughters, taking care that no mother should have her own daughter in the group, and that this committee of ten should meet and discuss the whole matter.

The scheme worked. The children, thus taken into partnership, proved more than amenable to suggestions, and quite surprised the parent group with their common-sense attitude toward the whole business. Compromise agreements were reached and the children readily volunteered the promise that they would be kept. So far as the headmaster knows, they have been kept.



The moral seems to me fairly obvious. But perhaps you will let me, schoolmaster fashion, dissect the case somewhat, in order to help establish certain contentions which I promised in the beginning to make.

First of all, it is clear enough that these children revolted, and that they did so courageously. It began with a challenge. But is it not also clear enough in the outcome that what they revolted against was pretty much the same sort of thing that their adult ancestors revolted against in 1776 or thereabouts? They desired to be consulted about their own destinies—and they said so. Once partnership was offered them, they listened to reason. And—here is the kernel of the matter—what their parents alone by arbitrary authority could never have achieved, they themselves helped to achieve when once they were given the chance.

The Social Need of Adolescence

So much for the moral of the tale. Now, may I say just a few words about the technical background—about the particular social need of adolescence which the tale typifies.

When children are small, we elders and betters are under the practical necessity of treating them as small children. Their needs are so immediate and so obvious, their dependence on us is so complete that we fall quite naturally into an attitude which is protective, which is solicitous, but which is also definitely superior and therefore authoritative. We are benevolent despots—but we are despots. There is, and probably there should be, no appeal from our authority.

Then the children begin to grow up. They enter upon the stage in which the boy is the becoming man, the girl is the becoming woman. But we, with our adult-child attitudes fixed by long habit through the years, have a natural tendency to continue in those attitudes. We are undergoing no such revolutionary changes as now assail the child. The changes we observe are themselves at first so gradual, so apparently insignificant, that with difficulty we realize at all their profound significance. So we

follow our established habit-patterns; we go on protecting and we go on directing.

But the youth who has now so suddenly and mysteriously arrived in our midst does not want protection, does not want direction. He may *need* them still, but he pretty certainly will not and cannot accept them in their old form. He is, in the biologic nature of things, an adventuring creature. He feels wings growing, and must fly. He envies what he conceives to be the independence of adult life and he is driven by a mighty urge to achieve it. He wants to stay up as late as we do; to decide for himself, as we do, what he shall eat and what he shall drink and wherewithal he shall be clothed; to read his own books; to choose his own companions; above all, to make the two most exciting and most vital choices that human beings are allowed to make: the choice of a career and the choice of a mate. He wants, in short, to be an adult. So he struggles and flutters and desires and dreams—and, unless at this point wisdom enters into us, he becomes unmanageable.

But, if I may now speak as a schoolmaster, he need not become so. The wisdom to forestall this catastrophe is not an unattainable wisdom. It is not even difficult to attain, provided the goodwill is there and the perceptions are reasonably acute.

Achieving Partnership

WHAT must we perceive, then, we elders and betters; and what must we offer? We must perceive first, I think, that the world in which our adolescent is growing up is, indeed, not the world in which we grew up. If we attempt to set the clock back, woe betide us! And then we must perceive that this youngster, being acutely aware of the gap which separates his world from ours, will inevitably suspect us in advance of failing to understand. We must not let ourselves be irritated by this suspicion, nor dismayed. And we must perceive, finally, that the flutterings and the struggles and the coldness and the selfishness and the fitful temper are not wilful misbehavior—they are, rather, the more or less normal outward indications of an inward turmoil for which nature alone is responsible.

If we could only *remember* better, if we could only free ourselves from the incrustations which have gathered about us as we left our own youth behind, all this would be easy enough, I think.

And then we must offer—partnership. We must offer it without grudging; we must offer it with respect. After all, the profoundest social need of any self-conscious human being is the need for respect. Without self-respect, no man can live. But in order to have self-respect, one must feel oneself to be respected. It is in adolescence, when the growing-pains of self-consciousness become acute, that this need begins to be felt most acutely. It is more than a need; it is an imperious demand. Failure to find this demand supplied is, I suppose, at the bottom of all those troubles of youth which we nowadays popularly label “inferiority complex.” And it is not only to his fellows that youth must look for the satisfaction of this demand; it is also to us who in all his life hitherto have been the chief sources of blame and praise. We remain, in spite of everything, still his elders and his betters.

And, finally, if the thing is really to be a partnership, if this threatening “revolt of youth” is indeed to become a social asset rather than a social liability, then the respect must be mutual. No partnership worthy of the name can be founded upon anything less than mutual respect. We must understand and respect this forever powerful, if sometimes blind, reaching-out of our adolescent children toward adulthood; and our children must respect, even though they may not wholly understand, the sincerity of our affection and the poignancy of our desire for their ultimate good.

Will they grant us this respect, these headstrong youngsters whose goals appear to them so far ahead of our own? Indeed they will—but only, I suppose, if we are worthy of it. If we are bigoted, if we

are tyrannical, if we are jealous and suspicious and meanly self-seeking, if, in the language of adolescence, we are “poor sports,” then we do not deserve their respect, and it will probably be better in the end for society if they do renounce us utterly and go about building that new and more idyllic world which is at the core of their desires. But if we are fair, if we know on occasion how to be generous, if they know securely that we look for the best in them and expect the best of them, if we are frank to admit the imperfection of our own wisdom but firm in our stand for the right as we do know it, then, I think, we can count upon their willingness to meet us half way.

And when they do meet us half way, when there is genuinely established that partnership based upon mutual respect and cemented by mutual affection—what an inspiring thing it is! We feel our own blood quicken; we dream dreams once again; we are renewed and invigorated in spirit by the inexhaustible fires of youth. And youth, in this relationship, will not fail to look to us for such wisdom as we can honestly impart, for such support and encouragement as our world-toughened fiber enables us to supply.

And so I say and believe that it is good that the social need of adolescence should express itself in a courageous demand for partnership. We have something still to

give to youth, something for which the need is felt and the hand is ready. But youth has also something to give to us, something for which we would do well to cultivate a need, if by any unfortunate chance we have become so moss-grown that cultivation is necessary. Youth has courage, the unspoiled, uncontaminated courage that looks steadfastly forward, that scorns obstacles, that wants a better and a brighter world, and will have it.





The "Reversible Why"

BY GEORGE W. CRANE

Professor of Psychology, Northwestern University

WHY do you put that white stuff on your face?" Junior asked the first morning of my visit, while I was going through the drudgery of my daily shave.

It was about the twenty-ninth query he had fired at me inside of thirty minutes. Despite his four and one-half years, he could ask more questions than a criminal lawyer during cross-examination.

Like a dutiful adult I had, of course, endeavored to reply to each one and to do so in language couched to fit his mental development, for a child learns only by getting information in answer to his curious sallies. But I must confess it is extremely difficult to shave when you are forced to open your jaws at half-minute intervals.

Thus far he had jumped from subject to subject with perfect abandon. "Why is the sun warm?" left me still going through cerebral gymnastics when he shifted to "Why are leaves green?" and a few moments later to "What makes the clock tick?"

For a number of years I had used effectively a system that would insure my children's absorbing some of the information I gave them. And they couldn't get out of all the cerebral activity, either. I decided to put it into practice now with this young question-box.

"Why do you think I put this on my face?" I countered.

He stopped for a moment, probably dumfounded at this sudden offensive on my part.

"I don't know," he replied, but I refused to let him off with such an easy answer.

"What does it look like?" I continued, glad of the chance to keep on the offensive.

"Like cream when Mother whips it," came his immediate response.

"All right," I agreed, "but what else does it look like—something you use when you take your bath?"

"Oh, I know. It's soap."

"Righto," I answered. "Now why do you think I am putting soap on my face?"

"So you can wash it."

"But I'm not putting it all over my face. I rub it just on the hairs on my chin and jaws. Why do I do that?"

"So they'll get clean," he replied.

"All right," I said, "but how does your hair feel when Mother puts soap on it and gives you a shampoo? Is it soft or is it hard?"

"It's soft and wet," he answered.

"That's the way my beard is. The soap makes it soft and it's easier to cut the hairs when they are soft. They don't pull so much and hurt me while I am shaving."

"Then why doesn't the barber put soap on my hair? He didn't do it when I got my hair cut."

Fortunately his mother called us to breakfast and I deemed this an opportune moment to drop the conversation.

AT the close of the meal—it was Sunday morning so we dallied comfortably at the table—Junior's mother told the boy he could take his scooter and play in the back yard. As soon as he was gone she turned to me.

"Did you ever see such a walking question mark?" she asked a bit wearily.

"Yes, don't let him annoy you," his father added. "Just send him outdoors to play whenever his chatter grows tiresome. That's our only respite around here—the time he spends on the lawn with his toys."

"It is fortunate for you and for him, too, that he has such a convenient outdoor playground," I answered, "for there's no doubt that a child's flood of queries grows

tiring to us all, at least when we are a bit nerve-worn after the day's work. But you should feel proud that he does ask so many questions," I said, turning to his mother.

"Proud?" she inquired.

"Yes, indeed, for that is a good indication of the child's intelligence. When he is alert his range of interests is larger and leads to a correspondingly greater number of questions."

"I hadn't thought of it in that light," she said, "but it does give one an entirely different viewpoint, doesn't it?"

"It certainly does," I answered. "When you hold this attitude you can regard your child's incessant questioning as an evidence of his mental endowment."

"Is this a sure means of picking out the bright from the dull children?" Junior's father inquired.

"It isn't standardized into a technique or test form, if that's what you mean," I responded, "but it could be done readily enough. The dull and feeble-minded children ask far fewer questions than the normally intelligent and bright children. In fact, one of the greatest interrogators I ever met was a little boy aged four years and one month. I gave him a Binet intelligence test and found his intelligence quotient to be 145. This means that he was a remarkably superior child. On a number of occasions I have compared children's propensity for questioning with their mental development and have found a marked parallelism.

"Of course, my observations have been of a general nature; so I cannot predict the difference in mentality of two children who might at the same age ask ten and twelve questions respectively in the same situation. But I can make pretty accurate rough estimates."

"Then you think Junior is a bright child?" his mother asked.

"Yes, he is. In fact, I would judge him to be superior in intelligence on the basis of the questions he has already asked me this morning."

"Well, it's consoling to know that his questions are an index of a bright mind,"

his father added, "but even so, they do get rather tiring when you've tried to reply to a few score of them."

"You are quite right," I agreed, "but I find there is an art to this matter of dealing with children's inquiries. It is freely admitted that a child's knowledge usually expands in direct ratio to the number of answers he gets to his queries. But you can increase his fund of information by using the 'reversible why.'"

"The 'reversible why?'" his mother exclaimed. "Just what is that?"

"And how do you use it?" his father supplemented.

"It is very simple," I laughed. "You reverse the question which your child puts to you and thus become the interrogator. It gives you a temporary rest in which to think of the appropriate answer if he can't find it himself. Oh, it has several distinct advantages.

"When you are not employing the 'reversible why,' the child has you on the defensive while he remains free to ply offensive thrusts. What happens? You do all the mental work involved in digging up the suitable facts and reasons while he placidly receives the result of your frantic cerebration. Oftentimes, moreover, you find him paying little heed to some of your most ingenious answers, his attention having passed to some other phase of his surroundings."

"Yes, I've noticed that very thing many a time," his father assented.

"I've taken pains to explain something to him only to find he hadn't paid attention to the last half of what I'd said."

"The fault is partly ours," I continued, "for much of the language we employ is beyond his comprehension. He doesn't understand our vocabulary, so of course he grows restless. But I confess I've occasionally thought that children get into a habit of asking questions regardless of the answers.

"At any rate, by immediately turning the question back upon its propounder, you force the child to think of an answer to



his own query. He receives the mental exercise involved and when you finally do give him the correct information, in case he can't derive it himself, he will be more inclined to remember what he has been told. It gets back to the law of learning that the more energy expended on a given subject, other things being equal, the longer it will be remembered.

"Two years ago I tested this point with five children ranging in age from four to seven. They were with me at various times and of course wanted to know this and that. I made notations of the first forty questions each child put to me. In the first twenty of these I made a careful reply, which I also entered upon my data sheet. Then on the subsequent twenty queries that each child made, I used the 'reversible why,' holding the child to his question until he had answered it himself in as complete a fashion as I felt he could, with the necessary assistance from me.

"Ten days later I took each of the five youngsters in turn and asked him the same forty questions he had asked me. What I learned was very interesting. On the twenty questions which I had answered as soon as the children had put them, the five children averaged twelve correct replies each, but on the twenty where I had used the "reversible why," they averaged eighteen correct responses. They showed this difference in favor of the latter twenty not because I had not given them complete answers on the first set, but because the answers to the second set had made a deeper impression upon them, due to the fact that they themselves had helped work them out."

"What you have said sounds true enough," Junior's mother commented, "and I'm going to try it out on his next question."

"Well, here he comes now," his father said, as we heard the boy's footsteps on the porch.

JUNIOR was flushed with excitement as he ran to his mother with something clutched tightly in his right fist. When he opened his fingers a large cricket jumped out and onto the floor. In spite of Junior's desperate pursuit it made its escape. The boy came back to his startled mother very much disappointed.

"What was that?" he asked her.

His mother started to reply, then quickly checked herself.

"What do you think it was?" she countered.

"I don't know," he replied.

"But what did it look like?" she pressed the subject further.

"Oh, it was a bug," he answered.

"Yes, it was a cricket," she informed him.

"But, Mother, why did it run away?"

"Well, why do you think it ran away?" she replied smiling.

"Maybe it wanted to go back out to play," he hazarded, after a moment's pause.

"Why else do you think it might have run away?"

"Maybe it was afraid."

"Yes, crickets don't like to have you pick them up in your hands," she explained. "They'd rather play in the grass."

Junior made a final search for his cricket in order to take it back to the lawn whence it came, but the cricket was nowhere to be found; so he returned to his play.

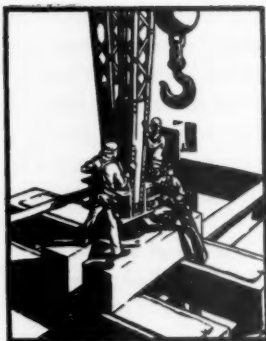
His mother looked at me.

"It certainly is a simple little device, this 'reversible why,'" she said, "but I feel confident it will be quite effective."

"I'm sure you'll find it so," I agreed. "The only point to watch carefully is that you do not let the child off when he answers with 'I don't know.' I've found that such a response comes frequently from children. It is probably an attempt to evade the more laborious processes of thinking the problem through. But a second question

(Continued on page 178)





From *How the Derrick Works*, by Wilfred Jones

The Machine and the

BY FLORA DEGOGORZA

THE characteristics of our machine age have definitely changed our children's books and their demands in reading. The use of iron, steam, coal, electricity, and petroleum give us today a great "power age" with its industrial development and mass production. The radical changes affecting our daily life have been so recent and so rapid that authorities may well disagree as to their benefits to mankind. With these outward changes the inner thoughts and interests of our boys and girls have also changed.

Certain contrasts between the past and the present readily occur to us. In the days of handicraft in the home, people lived on what they raised and made. With the need for money to purchase food and raiment, and many more things the high-powered salesman persuades us are necessary, materialism increased. The automobile brought congestion and noise to the city, gasoline stations and food stands to spoil the beauty of the countryside. Machines gave us leisure but today machines fill that leisure inadequately. The day of ready-made things makes us less resourceful and authorities claim we are losing the creative faculty. . . .

However much opinions may differ, the fact remains the child today has distractions which interfere with his reading. Elaborate mechanical toys, the motion picture, and the radio render his diversions complex, his participation passive instead of active. His ability to reflect, to enjoy the simple occupation and the beauty of simple things

diminishes. Discouraging as this may be, we must remain open-minded to the good in changing conditions and endeavor to offset the bad, bearing in mind that for which we are striving.

Children's Needs in Reading

FIRST, we wish to foster the imagination. Children's books in the machine age are more beautiful. The make-up is a stimulus to reading. It may not be too much to hope that fine illustration may develop imagination, awaken the creative faculty, or that, at least, in the approach to the book itself the child may become aware of the finer things of life as against the materialistic. Second, we wish to respond to the interests of the practical and scientific-minded child, placing before him books on handicraft, science, or exploration. The boy of today, though lacking cellar and backyard, continues to make mechanical things. Aeroplanes and radios and, because of his scout interest, bird-houses now take the place of the earlier wheelbarrows. Fortunately, recent handicraft and amusement books show a wide variety of interests.

In a crowded neighborhood of 200,000 people there is a children's library within whose rooms 98,000 children have, since 1914, found their books. Most of the young readers are Jewish, but there is a sprinkling of Polish, Italian, Russian, Spanish, and negro children. This is the setting for the following experiences.

Here the child from the picture book age upward visualizes the changed mechanical, architectural, artistic world. A picture of the skyscraper, with beauty of line, mass, and color, inspires wonder as exemplified in Wilfred Jones's *How the Derrick Works*.

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Age, the Child, Book*

Librarian, Brownsville Children's Branch,
Brooklyn, New York

Information is imparted in well-chosen words in Joseph McSpadden's *How They Carried the Mail*, and a spur to ambition is given to older boys through Archibald Williams' *Engineering Feats*. Sometimes the attempt to reproduce present-day realistic surroundings is unsuccessful. I refer particularly to *Stop Tim!* by May McNeer and Lynd Ward. Text and illustration are fearsome. They repel rather than attract the child. Two small boys refused to hear the story read aloud and a group of picture-book-hour children showed no interest in the display of the book.

In spite of an occasional lack of appeal, a splendid advance in book production has taken place in the story book for younger children. Wilfred S. Bronson's *Fingerfins*, Elizabeth Coatsworth's *Boy With the Parrot*, Anne Parrish's *Floating Island*, and *The Amber Bead*, by Toni Rothmund, are recent titles which present wider subjects, accurate information, imaginative treatment in text and illustration. As the entire world draws nearer by aeroplane and radio, so the confines of the earth have come closer to the child through books.

Our real problem begins when we approach the reading of fiction. . . . Some children have lost a taste for good standard books of the past and express a desire for the swift moving, sensational type of book. I recall a remark made by an instructor in children's literature at a teachers' training school after she had observed the demand of seventh and eighth grade children for Dickens, Eliot, Scott, and Thackeray: "I wish the reading of our future teachers were as fine." Requests for these books come to us today, but what is the average demand? Doyle, Owen Johnson, Verne, a

From *How the Derrick Works*
(Macmillan)



sport story, a murder story, from boys; a mystery story, Montgomery, Gene Stratton Porter, from girls.

Obstacles to Good Reading

WHAT has brought the change? Superficial study due to overcrowded classrooms, the aim being to push ahead one set of children to make room for another; prize contests resulting in scrappy information; the endeavor to make a reader of every child, when we know only the few from the mass will read. In other words, quantity, not quality, characterizes the reading. The sensational tabloid and the lack of quiet evenings in the home are factors in the situation. As a recent critic pointedly said, "Either the world is let in by radio, or the family let out by auto." Have we lost the ability to concentrate which comes from isolation and silences? There was gain in determination of purpose and in the concentration upon one thing when Abraham Lincoln walked twenty miles to secure a book. Isolation has disappeared with the coming of the automobile. Librarians are glad the book is within reach of all, but we must beware lest we sacrifice quality in the multiplicity of the trivial, much of which is forced upon us by publicity. Since modern conditions arouse a desire for sensation, speed, action, easily sustained interest, what titles with elements of present-day interest can supplant the mediocre?

Mountains Are Free, by Julia Adams, gives the struggle for Swiss freedom and is extremely popular. Not modern in setting,

it is modern in theme. Theodore and Winifred Harper's *His Excellency and Peter* brings in the Russian revolution, the education of a peasant boy, the building of a railroad in Siberia. *Thirty Fathoms Deep*, by Edward Ellsberg, gives accurate information on sea-diving in a swift moving story, and Gurney Slade describes Lawrence's experiences in Arabia in *In Lawrence's Bodyguard*. These books are good reading and supply present-day interest.

Our second deterrent to good reading is the radio. In spite of the mediocre and the trivial the radio contributes the worth while. John Drinkwater's speech on Abraham Lincoln, Walter Damrosch's hour of music appreciation for school children, broadcasts by Richard Byrd are of educational value. In radio and motion picture the danger lies in the inactive mind. Adults and children are content to be passive listeners, onlookers. A habit formed of listening instead of reading wastes time which through books could be used to encourage thought and add to the child's information.

As the radio needs to be supplemented by the book, so also the best books can supplement the motion picture, particularly on the ever popular subjects of the West and pioneer days. The motion picture glorifies, sentimentalizes. The well-written book enriches, widens, and deepens impressions. Such books as *The Beckoning Road*, by Mrs. Snedeker, Mrs. Morrow's *On to Oregon*, Emerson Hough's *The Covered Wagon*, and *The Story of a Pioneer*, by Anna Shaw, contribute a store of knowledge. The motion picture often has a genuine setting but the characterization rarely equals the book.

Standardization is another reason for presenting pioneer days to the child. Each person today feels that he must have what his neighbor possesses, be it refrigeration, radio, automobile, or costly toy. People acquire easily and waste carelessly. Therefore descriptions of plain thrifty living, of hardships endured and resourcefulness dis-

played, of handicraft accomplished in the home are fine standards to set before the present generation. Due to modern machinery and modern construction, our recent past is rapidly disappearing, as homes, in

city and suburb, are torn down to make room for apartments.... Here, too, the book may help the child visualize and rescue from oblivion fine traditions. He may recover a sense of the dignity which obtained in the past, the politeness and consideration for

others, somewhat lost in the haste and changed manners of today.

In order to impress these qualities upon our foreign children, perhaps even to contribute something toward their genuine Americanization, the subject of the American girl in history and throughout various sections of the United States was chosen for a younger girls' reading club. The list of books on early settlement and colonial days included recent titles: Elizabeth Gray's *Meggy MacIntosh* and Hawthorne Daniel's *Peggy of Old Annapolis*. Pioneer days were covered partly by Marjorie Allee's *Judith Lankester* and Ada Darby's *Hickory-Goody*. The New England section brought out *The Silver Shell*, by Mary Chase, and the attractive new edition of Sarah Orne Jewett's *Betty Leicester*.

Present-Day Interests

PRESENT-DAY interests of boys are often discovered in reference work. Among the more unusual requests for information was that of a boy who came in carefully carrying two boxes of well-mounted butterflies. Several specimens were from South America, India, and Africa. The boy explained that because he helped a museum collector in his summer vacation, he had been given these to own. His pride and interest in them were a satisfaction to behold. Another boy wanted to use Mrs. Edith Ackley's book on marionettes. He came in several times to copy patterns for



Mr. Doll begins his Book
From *Floating Island*, by Anne Parrish (Harper's)

the new marionettes he was making. He knew a great deal about his hobby and offered to give a lecture on marionettes to one library club. To find an interest in astronomy among city children is gratifying. A dark, eager-eyed boy had read everything there was on the subject, save one book for which he watched persistently for weeks until he found it. . . . Another boy wanted full details on how to make a sundial. Still another wished to be an engineer in South America. This would-be engineer asked for all the material available on nitrate deposits.

Some part of machine-age reading is training young minds to quick, accurate comprehension of facts. Seventh and eighth grade boys possess a great amount of technical information. They can follow the lifting of a submarine with suggestions for every phase: safety devices that the crew should have worn, materials and machinery that weakened the submarine, why it need not have been sunk in the first place, what are the best methods of salvaging. They keep up with the latest ideas along scientific lines, remembering the exact facts. They can argue about paleontology as lightly as they can about stamps.

More than any other attribute in a book, these children love the truth. They wish to follow by accurate, crisp details each step in the story of a mail pilot from the moment the flood lights bring him to the field to his last radio click at three thousand feet.

Edward Shenton's *Couriers of the Clouds* received a great tribute from a club group after a chapter was read aloud. One boy

asked: "Who is the author of that book? He writes like a real mail pilot." This interest signifies healthy, active minds. It is better than the old, impossible boy-hero type of book. Quick wits receive the veneration that heartrending virtue was formerly accorded. This last explains in part the passion for mystery stories, and the good mystery story is at least a more wholesome type of interest than the sport story craze. Our boys reject as false the school hero who starred on every team and was loved by good, poor, rich, and snobbish students alike. Sincere feeling, however subtle, reaches these boy readers. . . .

A strong present-day interest in poetry is shown more frequently by the average girl, which is noteworthy in a mechanistic age. In a "reading aloud" hour for girls, ballads were first chosen; and later Kipling, Noyes, and Robert Frost were introduced. Narrative poetry was preferred. When the subject of the meeting changed, the girls asked if part of the hour might still be devoted to poetry. Robert Frost was a great favorite. . . .

The subject of the machine age is controversial. No definite conclusions can be reached. In the realm of the child and the book certain benefits may be found. The book is finer in make-up. The present-day demand can be met with books that are alive and varied. To offset the effects of machine production the past can be revived through books. The boy's reading is healthy, his activities varied. There is still a love of poetry in boy and girl. So let us end on this note of optimism.



Courtesy National Association of Book Publishers

Display streamer designed for Book Week, November 15-21, by Maud and Miska Petersham



Toys for babies up to two years old

Courtesy Playthings

Toys and the Child

BY BERTHA MERDIAN

Foreign Marketing Specialist in Toys, United States Department of Commerce

PLAY has been the occupation common to children throughout the ages, and remains of toys and playthings, however crude they may be, survive from the most remote periods, giving mute evidence of the fact that the fond parent of every civilization has provided amusement for his child. In ancient times children played with their dolls, toy dishes, and other articles in much the same way as do our children of today; but it is only recently that universities, child research centers, and individual study groups have made scientific studies of the toy as a tool of play by means of which the child gets a large share of his early education. Only too often are parents inclined to think that Baby does not begin to learn until he enters kindergarten, but the child begins to develop at an early age and toys

have a practical value in his training.

The toy for the very young child should, of course, be of simple construction, good clear color which will attract and hold the child's attention, and one which can readily be cleaned. When selecting a toy for the three-year-old or over, the temperament and development of the child, rather than his age, should be taken into consideration. The grownup is likely to be guided by his own preferences rather than by the needs of the individual child, and to realize this fully one needs only to witness a Christmas scene in any home where father and brother and sister are amusing themselves with the toy which was intended for five-year-old Tommie, while Tommie becomes cross and irritable for want of something to hold his attention.

Toys That Teach

DURING the past generation there has developed a new science, the art of understanding children, which has led to new methods in child training and in toy construction. The general thought seems to be that the child is better for using his imagination. "Educational toys" and "toys that teach" are based largely on the idea of giving free play to the child's imagination and initiative and at the same time guiding his activities into the proper channels. Play is a natural expression of the young; it has no definite end for the sake of which it is done, yet it is indispensable if the child is to develop into a happy and healthy youth. Physiologically, play has been defined as superfluous energy, a useful safety valve, but it is also an expression of overflowing *joy-de-vivre*. It has been said that play is an irresponsible apprenticeship to the subsequent business of life, that it is the young form of work. Hence, the toy, which is the child's tool for work, should give the child an immediate impulse to play.

No hard and fast rule can be laid down as to the proper toy for the child. The best judge is the child himself. If the toy succeeds in surrounding him with the world in which he loves to move, it has fulfilled its mission. The toy which stimulates the imagination and which gives an opportunity for testing new departures is invaluable to the child with an active mind. By providing raw material for experimentation and expression, it leads the child through the labyrinth of trial and error to a realization of his own capacity for doing.

Imitation also plays a large part in the life of the child and often accounts for the particular form that play takes. The little girl likes to dress up in imitation of her seniors, she cooks and bakes on a miniature electric stove, her doll's wardrobe is fashioned after her own. The little boy wants his autocar to be an exact replica of the car in which he rides or which he sees on the street. There is no question but what transatlantic flights have stimulated the

air-mindedness of the children and have resulted in the active demand for airplane toys. Children are very earnest when engaged in playing house or store, or when setting sail in a tiny craft on an imaginary journey to parts unknown.

We are beginning to realize the value of toys in stimulating mental activity, in encouraging physical development, and in promoting wholesome relationships at home and with other children. There is a rapidly growing appreciation among parents, teachers, and adult friends of the far-reaching influence of playthings. Psychologists tell us that children who experience the wanton thrill of destruction through easily broken toys will carry this bad trait into adult life, and that to prevent this habit the American toy manufacturer is cooperating with the educator by producing a sturdy, well-built toy, made to withstand rough usage. A good toy must be substantially made, and the longer it lasts the better the child likes it.

Year-Round Toys

THE toy is no longer considered merely as an item for a child's Christmas gift, but it is assuming a year-round aspect. Manufacturers are producing toys that sell at every season of the year. There are outdoor playthings, beach toys, juvenile sporting goods; in fact, almost anything that the child could want. The American-made toy combines good taste with quality, fine workmanship, and durability. Many department stores, realizing the importance of the proper toy for the child, have engaged toy consultants in their toy departments who are especially equipped to advise the purchaser in the matter of toy selection.





Toys for the child from two to four years old

Courtesy Playthings



Toys for the child from four to six years old

Courtesy Playthings

Toys for Different Ages

SOME play equipment is essential for normal child development. It needs to be neither elaborate nor expensive, nor does any child require a wide variety at any one time. In infancy, a play pen with a rattle and some spools or a few simple toys tied to the sides provides the baby with a place and materials to amuse himself without his mother's constant care. The play pen with a floor and sides that fold can be moved about and placed where the busy mother can keep an eye on the baby while she performs her household tasks. Assortments of playthings for the baby can be placed in boxes, baskets, or trays, and stored on low shelves when not in use. Clothespins, large rings, spools, light-weight blocks, large colored balls, rattles, a metal cup or pan and a spoon, and some cloth picture books are sources of entertainment for the child long before he is a year old.

The child a little older needs toys that demand great activity in their use and provide for make-believe or imaginative play. His blocks are larger and his balls more solid than those of his babyhood days. The assortment of play equipment includes large crayons, small blunt scissors, paper, paste, and water colors. To use these to the best advantage he must have a blackboard and an artist's easel. As he gets a little older, he will enjoy a bulletin or poster board. A form-board with wooden insets, puzzles not too difficult to solve, and nested boxes provide amusement for long periods. There should be a suitable place for some of the traditional toys—dolls, doll bed and carriage, small mop and broom, toy train, auto truck, and a boat. He now has story as well as picture books, and he still needs a table and chairs that allow him to sit



comfortably while he plays and works. Low shelves and a box or chest hold his toys and books. The child who is brought up in a house in which rooms are all on one level needs stairs to climb. A set of steps leading to a platform or balcony can be constructed in one end of the playroom or on a back porch.

The out-of-doors play space should be as large as possible, so that a sand box, packing boxes, planks, boards, a sawhorse, and a ladder can be included. Sand and sand toys, garden tools and a place to dig with them, odds and ends of wood, and a hammer and nails are needed, too, to stimulate wholesome activity that develops muscle control and manual skill. A velocipede, wagon, wheelbarrow, some kind of swing, perhaps a slide, and a place to keep pets round out the desirable play-yard equipment for the home.

Much of the equipment bought in early childhood serves the needs and interests of the child over a period of years. As he gets a little older, he finds new uses for the playthings that he has, but will want some new toys for his constructive and creative work. Table and chairs and the things that he rides will have to be replaced as he grows. As he becomes more social he wants games and toys that he may share with his companions. During adolescence provision must be made for group as well as individual recreational activities. In this period outside groups as well as the family figure in the play life of youth.—*The Home and the Child*, a publication of the White House Conference (Century Company).



Parents, Teachers and Education

BY JESSIE GRAY

Former President, Philadelphia Teachers Association

THE immortal Lincoln, whose source of inspiration, devotion, and service was his "angel" mother, was once in committee. A program was being planned for reconstruction and he was asked to state what items should be written in the report. He replied, "I care not what else is written on that sheet so long as *unity* is written at the top."

In our complex social order there is greater and greater demand for unity. Any plan of education must make unity of each child's life by tying up the great factors of life closely, harmoniously, and inseparably. The home is a school, and conversely, the school must be a home. The home and school form an intimate community in which to stage all endeavor, achieve success, endure failure, offer service, effect improvement, and create benefits for the race. Home and school are factors which must unify life. So long as we write unity at the top of our educational page, we shall begin aright the evolution of that long-term plan for living which brings ultimate success.

Education has done well to set up its seven objectives; but what rules in the game of life will insure arrival at each of the seven goals? The home and the school are equally responsible, though the home has at times shifted the responsibility to the school. In the sacred cause of gaining our seven-fold triumph and unity, such a shift is disastrous. Can worthy home membership emanate from such procedure? Can faithful citizenship mature from such shifting? Will the wise use of leisure recreate body, mind, and spirit from a fifty per cent participation of either the home or the school? We must play and rest in our home life even more than in the school. Health, too, is vitally related to home habits of cleanliness and personal hygiene. The home should be the rightful preventive agent. The school,

at its best, is but a curative agent for dirt, improper nourishment and clothing, and the habits which keep a child from associating with classmates.

The School's Challenge to the Home

RECENTLY the school has been shifting back to the home its share of responsibility for life equipment, not in a spirit of defeat, but in a spirit of partnership. Home and school leagues; parent-teacher associations; the White-Williams' Foundation, School and Society; the visiting teacher are all manifestations of the school's challenge to the home to help, to cooperate, to unify, to gather together the forces of life that they may unitedly gain all the objectives of education. The appointment of the visiting teacher is a forward looking movement in schools. Wherein lies the cause for disinterest, the sense of failure, the feeling of injustice, the sense of misunderstanding, the inferiority complex, the non-promotion, the leaving of school, truancy, delinquency, social inefficiency, and criminality? These questions are of vital importance, and can be successfully answered by the visiting teacher who can bring to us the causes for the evils which we as technically trained educators can hope to change.

Schools must trace causes scientifically in order to cure symptoms. Disorders must be followed back to their source. Surely the ounce of prevention is worth the pound of cure. The value of the visiting teacher is unquestionable. By her appointment the school offers, in turn, its challenge to the home for cooperation.

Home and school must unite; they must pool their efforts. Education begins in the home through the teaching of good attitudes and good habits. The school continues those good attitudes and good habits, and life is

well begun. Sometimes, however, the school must change wrong attitudes and wrong habits which have begun in the home, and must try to make up for lost time.

Education seeks the elimination of such loss of time. It seeks to secure better as well as quicker results. Schools develop skill, ease, and satisfaction in securing health, safety, worthy home membership, right behavior, social efficiency, and good citizenship. This is the positive work which the schools hope to begin at once, rather than after a corrective period due to home indifference or neglect. School in the home and home in the school help one to survey life in all its relationships; to alter, change, or adjust; to plan for its development, not only through the wise use of leisure, but through the wise use of opportunity.

This inscription is graven on one of Pennsylvania's finest schools: "This is the place where youth and opportunity meet." Whether or not youth and opportunity shall be friends and continue the journey of life together is decided by what youth does with this opportunity in the school, in the home, in leisure, in vocational and economic relationships. The difference between a happy, efficient life and a woeful, wasted life is usually the difference between good and bad habits. Habits contribute much to the satisfaction of getting something from life truly worth while, as well as to the satisfaction of giving something worthy back to life.

That education is right and just which views life as a whole and helps the individual to set up the aims, see the vision, and develop the strength to bring it to pass. Such a schooling is a long-term process which is carried on in all places—home, school, community, state, and nation. It is not the narrow technique of method or curricula. It is that unifying force which welds

the individual, the home, and the community together. It makes home quite as responsible for citizenship as schools can ever be.



During American Education Week, which we observe this month, we stress the day on which the home and the community get better acquainted with the schools. May this acquaintance ripen into friendship which shall bring to pass the common blessings of health and safety; worthy home membership; the mastery of the tools, techniques, and spirit of learning; faithful citizenship; vocational and economic effectiveness; wise use of leisure; and ethical character. May it strengthen the bulwarks of the nation itself!

"To you from parting hands we throw
The torch; be yours to hold it high;
If ye break faith with us who die,
We shall not sleep, though poppies grow."

These immortal words from the famous war poem, *In Flanders Fields*, are quite as much a challenge from parent to child as from comrade to comrade. It is a challenge to carry on for all human victory.

Home Training for School Life

MY specific message follows, with a hope for greater cooperation in home and school training. It would be a fine thing if school people could set upon the home a minimum mandatory training before admitting a child to a community where thirty-five to forty-five individualistic members are brought, for the first time, into a close corporation from which no one can escape, and in which each is responsible to the other for quick adjustments if the wheels of progress are to move at all. By mandatory I do not mean relative. I mean *mandatory*, taboo as that word is in this day and generation. I should expect a child to know how to comply with a reasonable request.

To change the one for whom we are responsible by the blood tie, or by the stranger tie of educator, from utter disregard for law to complete regard for it is an ultimate goal possible of accomplishment only when all educative forces—home, school, church, and community—cooperate for its fulfillment. If love is the "fulfilling of the law," then we must know about laws, we should love and appreciate all laws—natural laws, physical law, mental and moral laws. Nature makes no mistakes. Nature cannot disobey her own laws of gravitation, magnetism, the fixed boiling point for different liquids, and myriads of others. Disobedience to a law does not break the law, but it does break the individual, and spoil the experiment that ignores law. The physically perfect man is proud of his able, beautiful body. He loves to obey the laws that keep him fit. It is this desire for fitness that motivates his obedience. I would ask, therefore, that each family set up laws which may be loved, and which may not be infringed. For example, the quiet voice and step, the gentle answer, and many other laws governing human relationship and the fine art of living together happily.

Greater cooperation could be effected in managing to have the child do his home work when all the other members of the

family are working, that is, during the day time. It should not be left until the evening. Family relaxation and recreation are broken into by the tasks of the schoolroom. It is unfair, not only to the family, but to the child. He cannot be expected to concentrate when he is surrounded by the radio, merriment, or visitors. To banish him up-

stairs to work when he normally desires to be with the family develops in him a hatred for his tasks. School preparation should be made before the family reunites in the evening.

I would suggest that for table talk each child be expected to make a worthy contribution, perhaps a happy incident of the day, a story, or some choice bit gleaned from his day's mental activity and school life. The mother or father who can set up such a program and see it through not only makes a rare home, but offers to the school a child who is willing to contribute for the good of the group and capable of listening to others.

The development of these two attributes solve the problems of encouraging the timid and inhibiting the garrulous whose chatter and noise are but an annoying disturbance.

Growth is so natural that we think it cares for itself; and it does. But ministering to growth is cultivation, is education. Are we not educators, all—mothers and fathers, teachers and friends?



STAY-AT-HOMES

BY RALPH ALAN McCANSE

The great big stars are wanderers,
With silent, wishful faces;
But the little stars have stayed at home
And twinkle in their places.

NEVER have children's books been so colorful, so varied, and so fascinating as they are today. Never has there been such freedom of opportunity for parents to recapture the rhythm of child life and its interests by the intimate sharing of new favorites among books, along with the old and tried.—ANNE CARROLL MOORE, in the *Delineator*

American Education Week

November Ninth to Fifteenth

THE eleventh annual American Education Week will be observed November 9-15, 1931. It is the purpose of this annual event to acquaint the public with the aims, achievements, and needs of the schools.

The program of the week emphasizes the broad ideal of education set forth in the seven cardinal objectives of education as defined by the National Education Association: health and safety; worthy home membership; mastery of the tools, techniques, and spirit of learning; faithful citizenship; vocational and economic effectiveness; wise use of leisure; ethical character.

The general program of the week, outlined day by day below, may be adapted to the needs of each state and community in which it is carried out.

Monday, November 9—What the Schools Are Helping America to Achieve in Economic Progress

Tuesday, November 10—What the Schools Are Helping America to Achieve in Child Health and Protection

Wednesday, November 11—What the Schools Are Helping America to Achieve in Citizenship and Loyalty to Law

Thursday, November 12—What the Schools Are Helping America to Achieve in Improvement of Rural Living

Friday, November 13—What the Schools Are Helping America to Achieve Through a Higher Level of Intellectual Life

Saturday, November 14—What the Schools Are Helping America to Achieve Through the Enrichment of Adult Life

Sunday, November 15—What the Schools Are Helping America to Achieve Through High Ideals of Character and Home Life

November, 1931



Miss Florence Hale who in July was elected president of the National Education Association for 1931-32. For many years Miss Hale has actively supported home and school cooperation.



The Division of Publications of the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C., will supply the following materials to help in planning an effective American Education Week observance:

AMERICAN EDUCATION WEEK ANNOUNCEMENT POSTERS

Size 11 x 16—in three colors.....each, 25c;
6 posters \$1; 25 posters \$3; 50 posters \$5;
100 posters \$9.

THINGS TO DO AMERICAN EDUCATION WEEK

A mimeographed bulletin outlining plans from which many effective programs may be developed—per copy \$1.

SET OF 14 POSTERS PRINTED ON ART PAPER

Suitable for classroom and public bulletin board—\$1.

THE SCHOOL HOME OF YOUR CHILD

A message to the home for American Education Week—

100 copies \$1.25; 500 copies \$5; 1,000 copies \$9; 5,000 copies \$39.

The Whole World's Christmas Tree*

BY FLORENCE BREWER BOECKEL
Author of *Between War and Peace*

The curtains are drawn. A door opens near the tree and lets a shaft of light shine through on it. A CHILD enters in night clothes, pushes an electric button, and lights the tree. He runs toward the tree and touches it here and there. As he moves about, he talks.

AMERICAN CHILD: I knew they'd finish my tree before they went off to the city's tree downtown. (*If there is a window, he goes to it and looks out.*) I have lots of time. They won't be back until after midnight, for that's when everybody's going to sing together. (*Sees globe and runs to it and whirls it around.*) This is what I said I wanted! (*Puts arms around it.*) When I grow up I'm going clear around it, and know everybody everywhere. (*Sits on floor, with globe standing between knees, and turns it about.*) But I don't know how I'll talk to people. I wonder what they are doing now and if it's Christmas Eve here—and here—and here. (*Points to different countries.*) If I could fly around right quickly now, maybe I could talk to everybody, for all the stories say that animals can talk on Christmas Eve, so why can't children, too? (*He jumps up in his excitement.*) I'd bring them all back here and make my Christmas tree the whole world's tree, not just a city's tree.

He runs back to his globe, sits beside it again, and whirls it rapidly around and around while the clock strikes twelve.

Through as many entrances as possible, children in the costumes of as many countries as desired come running in. There



should be more than one child representing at least some of the countries. They stand around for a few seconds rather timidly, whispering in groups and looking at the tree; then the CHILD, still sitting on the floor, stops whirling his globe in astonishment, looks from one group to another, and finally calls out suddenly, "Merry Christmas!" He is even more astonished, and all the other children are astonished too, when everybody calls back quickly, "Merry Christmas!" The CHILD jumps up and runs among the others.

AMERICAN CHILD: Where did you come from—and you—and you? Did you come to my Christmas tree? Now it is the whole world's Christmas tree.

ANY CHILD: We saw your tree shining far away. You wished us here!

The CHILD goes over to ESKIMO BOY.

AMERICAN CHILD (*speaking to ESKIMO BOY*): What funny clothes you have! I can't tell what you're like. Are you like me?

ESKIMO BOY: If I wore clothes like yours I'd freeze (*he looks around*), for all my house is made of snow. My father cuts big blocks of snow and makes a ring like this, and piles them up like this—and this—(*makes motions to indicate placing blocks of snow on top of each other*) until it's

* Used by permission of the National Council for Prevention of War.

round across the top. There's a little hole to let the smoke out and a tunnel for a door, but we have lots of fun at home and play games, too.

ALL THE CHILDREN: Show us a game!

ESKIMO BOY (*sees sled under the tree and runs toward it*): I have a sled at home. Mine is made of ice. Sometimes I stick deer antlers in the snow, and when I'm sliding down the hill, as fast as anything, I shoot my arrows at them and knock them over. Could you do that? We play ball, too. See, here's my ball! It's sealskin. (*If there are other Eskimo children, he tosses the ball in the air and they bat it with their hands.*)

AMERICAN CHILD (*always gaily and with excitement*): My balls are made of rubber! (*He takes one off the tree and bounces it.*)

AFRICAN GIRL (*stepping forward*): Rubber comes from Africa, the country I live in, and so does chocolate for your candies. My brothers play with balls. (*She takes the ball from the CHILD.*) They roll them along like this and throw spears at them. (*She picks up a doll. The CHILD, if a boy is taking the part, says, "That's for my little sister."*) I play dolls, too, but mine are just two sticks crossed so (*she crosses her fingers*) and tied together.

OTHER LITTLE GIRLS (*calling out together*): I play dolls, too!

JAPANESE BOY (*sees a kite on the tree and tries to reach it*): Oh, will you let me fly your kite? (*Other boys call out, "And then me?" "And me?"*) I think it came from where I live, in Japan. We make kites like fish and flowers and birds, and some of our kites hum like music. One day, every year, is boys' day, and we fly kites shaped like fish in front of our houses—one for every boy in the family.

JAPANESE GIRL (*stepping forward*): We have a girls' day, too. It's the dolls' feast day. You go from house to house to see each other's dolls, and everyone gives you candy.

INDIAN BOY (*American Indian or Hindu*) *sees a top, picks it up, and begins to spin it. Other children crowd around, saying: "Let me try next!"*

SWISS CHILD (*seeing small music box, takes it off the tree and begins to play it, walking a little distance from the others*): Music boxes are made where I live, in Switzerland.

Some of the children who have gathered about the one spinning the top move off to one side and begin to play with marbles they have discovered.

TURKISH CHILD: In Turkey we make marbles by baking balls of mud.

Two CHINESE CHILDREN play with two marbles at one side, kicking one marble gently so that it hits the other while they call out, "Roll east, roll west," etc. While the children play quietly in groups, a GERMAN CHILD steps up to the CHILD who has been standing at one side watching the others with much interest.

GERMAN CHILD: It was in my country they first had Christmas trees. Sometimes we have two trees. Even very poor people have trees because we give them to them. Lots and lots of toys are made in Germany. Look on the back of yours sometime and you will see the words, "Made in Germany."

HOLLAND CHILD: Santa Claus comes from Holland where I live!

ENGLISH CHILD: And Christmas plum pudding comes from England where I live!

AMERICAN CHILD: America gave the turkey and the pumpkin pie to Christmas dinner!

ANOTHER GERMAN CHILD (*picking up a little wooden animal*): I have watched men carving these little wooden animals and making bows and arrows and sets of furniture for dolls. In our country everyone bakes lots of cakes at Christmas-time. Some are made to look like trees and some are cut in fancy shapes. Out in the country the people think that the animals kneel on Christmas Eve, and that they talk, but no one must ever listen. In some other places the people think that companies of angels fly by overhead, and the people spread their tables with good things to eat and leave lighted candles on them.

ITALIAN CHILD (*who has joined the GERMAN CHILDREN and been listening*): We don't have Christmas trees in Italy, but

we try to fill our houses with flowers, and we build little scenes showing the stable where Jesus was born and the manger where he was laid. There are little figures of animals standing about, and of the shepherds and angels, and children recite little poems before these scenes. On Christmas Eve we get presents, too, but they are put in a big urn and we draw them out and dance and sing.

SPANISH CHILD: In Spain we have our presents in an urn, too, and we dance and sing all up and down the streets.

FRENCH CHILD: We build little scenes that show the manger, and we make a green hill and sprinkle it with something white to make it look like snow. We show the shepherds on it and hang the figure of an angel up above—the angel who told them the good news that Jesus was born, for that is what our French word for Christmas means—"good news."

SWEDISH CHILD (*stepping up to the group*): In Sweden we have big Christmas trees, and sometimes our presents are hidden all around them, but sometimes Santa Claus brings them into the room on sleds. The day before Christmas we tie big stalks of wheat and corn to fenceposts and trees and to the tiptop of our houses so that the birds will have a Christmas dinner, for all the ground is covered deep with snow.

ENGLISH CHILD: In England we play games, the children and the grown-up people, too. Come on, let's play games!

AMERICAN CHILD: Are there games that everybody knows? Can you play "Hide-and-seek"?

JAPANESE CHILD: That's what we call "Kalyrembo"!

AMERICAN CHILD: Or "Blind Man's Buff"?

CHINESE CHILD: In China we call it "Call the Chickens Home."

AMERICAN CHILD: Can you play "London Bridge Is Falling Down"?

ALL THE CHILDREN: Yes! yes, let's play that!

GERMAN CHILD: We call it "Golden Bridge" in Germany.

While the children are saying, "Let's play that," they begin to line up for the

game. While they are playing, SANTA CLAUS, pack and all, slips in at one of the doors and joins the end of the line. When he goes under the arch the children catch him with exclamations of surprise.

SANTA CLAUS: Merry Christmas, clear around the world! (*The children run around him.*) I shan't have to travel over land and sea this Christmas Eve for here you all are gathered round a single tree that stretches its branches out across the world. (*The children are dancing around his pack trying to undo it. He smiles at the children's efforts to get the pack open.*) My pack has things in it from all around the world. If you all pull together, you'll get it open and find the treasures in it.

The children pull together. The pack comes open and SANTA CLAUS reaches in and begins to hand around the gifts.

AMERICAN CHILD: Santa Claus, have you got toys that all of us will like?

SANTA CLAUS: Is there a little boy or girl from anywhere who doesn't like a ball or top or doll? Or how about a bag of candy? (*The children run about excitedly.*)

During the following speech SANTA CLAUS distributes gifts, winds tops, moves about among the children, and some of the children play quietly with their toys.

SANTA CLAUS: I ought to know if anyone knows, and I tell you children are alike the whole world over. They learn different languages and live in different kinds of houses, and some of their mothers and fathers have been civilized, as people call it, for a long time and some haven't; but the children, if you mixed them up and scattered them around, would all change places easily as anything. Why, doesn't every kind of a child turn into an American child without any trouble at all? The trouble is, children don't get around to see the world for themselves. They read about it in books and a lot of things in books are a way out-of-date. Things are happening fast these days. For one thing, the world is getting smaller right before your eyes. A hundred years ago the world was a year around and now it isn't much more than a month.

AMERICAN CHILD: Men in my country have helped bring the world closer together

by inventing ways to travel fast and send messages and by working hard to get money to build new things.

SANTA CLAUS: Not only in your country, but in England and France and Italy and Germany men have helped. Why, a hundred years ago nobody could go around the world faster than a horse and a sail-boat could take him, unless he had magic reindeer like me, and a message couldn't go any faster than a man could carry it. But today airplanes fly all around me—come clear up where I live—and the people on one side of the world can say "Merry Christmas" to the people on the other side before I can say "On! Comet and Cupid! On! Donner and Blitzen!" Come on, you children from all over the world, let's try it. Run out there all together! Jump in my sleigh and tell those big reindeer to take you safely home in a hurry, and from over

here we'll start a Christmas message to your side of the world, and see which gets there first!

SANTA CLAUS: Here, sonny (*picking up ESKIMO BOY and carrying him toward the door*), you be the driver. These other children know some things you don't, but you know a lot more about reindeer!

The children start to run off, bouncing their balls and talking and laughing, but SANTA CLAUS stops them.

SANTA CLAUS: Wait a minute, wait a minute! It's only once a year I get a chance to say a word (*some of the children crowd around him again*) so don't you forget what I am telling you. I bring my pack around one day a year for you to get good things out of it, but all the time you've got the whole round earth for a Christmas pack, and all you have to do is to get all the good things out of it. Some of you live in



CHILD WELFARE

one place where it is hot (*pats AFRICAN CHILD's head*) and some of you live where it is cold (*sets SWEDISH CHILD on his shoulder*) and some of you live where it is medium, so you all learn different things about life and living. Now all you need is an all-year-round Santa Claus to keep you giving things back and forth to one another. There's just one thing to do about it that I can see—play Santa Claus all the year round to each other. Then you will always be able to understand what the other fellow is saying! Now run, run, run! I hear Donner and Blitzen stamping. (*He hustles the children out laughing. They turn in the door to wave and shout "Merry Christmas."*)

AMERICAN CHILD (*hurrying up to SANTA CLAUS*): Can I go, too?

SANTA CLAUS: Next year you can go visiting. Now we'll send that Christmas message around the whole world. What shall we say?

AMERICAN CHILD: You write it down. (*SANTA CLAUS finds paper and pencil in his pocket.*) Say, "Merry Christmas to all the

children in the world! Merry Christmas!"

SANTA CLAUS (*turning to the audience*): Do you all want to send that message? If you do, hold up your hands.

SANTA CLAUS (*turns and gives message to CHILD*): Here it is. Quick! telephone it to the telegraph man! It will go by radio, and soon the air all the way around the world will be full of children's "Merry Christmases"! (*Turns to his open pack as if to pick it up.*) Why, here are a lot more toys! (*Looks up doubtfully.*) Are there more children? (*Sees children in audience.*) Why, come up, come up, all of you! There is something here for everybody!

The children flock to the stage and SANTA CLAUS hands out his gifts, moving with the children down among the audience. Or, if desired, while the children are on the stage, everyone can join in singing a Christmas song.

(This play is published in this issue in order to give groups plenty of time to plan for its presentation for Christmas. Directions for producing are on page 188.)



The Junior Red Cross is the American Red Cross in the schools. Its motives are to promote health, to develop the altruistic tendencies in children, to give practice in good citizenship, and to promote international friendliness among the

children of the world. Individual memberships in the Red Cross make the Junior organization possible. Memberships will be enrolled this year during the annual Roll Call, from November 11 to November 26. Everyone will have a chance to join.

YOUTH AND THE MUSE

Poems Written by Dayton, Ohio, Grade School Pupils

Love

Love, I think,
Is a goodly tree,
Whose branches reach
From sea to sea;

Whose branches stretch
Like kindly hands
Invisibly
To all the lands.

Whose tender twigs
Bear happy fruits
For all the living
Multitudes.

But only he
Whose heart is wide
Can see this tree
On every side.

But only he
Whose soul is high,
Can see this tree
Touch earth and sky.
—ROCHELLE MARGOLIS
Sixth Grade



Travel

I know the world is great,
I know the world is grand,
And I would love to live
In each and every land.

I'd like to see the folks
Who live so far away,
To learn what they think about
And what they do all day.

I'd like to go to Persia,
To China and Japan.
I'd paint their little children,
And a lady with a fan.
—ROCHELLE MARGOLIS
Sixth Grade

Perfume Bottle

I am a pretty bottle,
"Perfume" is my label.
I hold a thousand daffodils,
And stand on a pretty table.
—DOROTHY BARRAR
Fourth Grade



The Old Man

I'm an old man, my name is Jerome.
I live with my wife in a cold dark room.
But we're thankful that we have a home,
The kitchen things, and the broom.
—WILMA SHIVELY
Fourth Grade



Rain

I like rain,
Splashing on my window-pane.
Rain's so nice,
More than sugar plums and spice.
Rain smells sweet,
Pouring down upon the street.
Rain sounds good,
Dripping on my coat and hood.
I like rain,
Splashing on my window-pane.
—DOROTHY SHAMAN
Fifth Grade



Old Stone

I've been by the road many a year,
And the things I've seen would make you
weep.
Love, hate, madness, and fear,
But these are secrets that I will keep.
—GEORGE NISWONGER
Fifth Grade

CHILD WELFARE

*Published in the Interests of Child Welfare
for the 1,511,203 Members of The National
Congress of Parents and Teachers*



THE GRIST MILL

Moving Forward*

THE effort to bring parents and teachers into full and understanding co-operation for the benefit of their children is the most promising of all modern steps to give childhood and youth the best chance for training in character. The National Congress of Parents and Teachers, as the largest representative of this movement, is in a position for constructive pioneering.

It is inspiring to think of the possibilities within its reach. The very richness and variety of its opportunities are, however, raising questions in the minds of its supporters as to whether it will meet its most vital responsibilities or lose itself and its chance in trivial enterprises and attitudes.

It may be led to make its machinery central, to exalt its organization, to demand that the loyalties of its membership be given to the institution and to the increase of its numbers and power to consume the time and energies of really competent and interested parents in superficial and commonplace activities, and thus to foster another politically minded oligarchy, unintelligently meddlesome toward other agencies, which will first exploit and later alienate the

* This article was found among Dr. Galloway's papers after his death. It is a stimulating challenge to all progressive Congress units.

The Objects of the National Congress of Parents and Teachers are:

FIRST, To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children.

SECOND, To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

—From the National By-Laws, Article II.

growing enthusiasm for the work which greatly needs to be done.

Or will it adopt the more intelligent and therefore unusual course of making the ultimate consumer—the average parent—central; of achieving a high-minded indifference equally toward the lure of official and organization power at the top, and to the easy and meaningless by-paths of effort for the members; of conserving and directing all the energies and activities of the more competent parents and teachers toward essential educational tasks; and, in brief, of passing rapidly into that rare class of organizations able and anxious to increase the efficiency of the great body of human parents?

WHAT is the essential task and what are the steps that are necessary in order that the National Congress of Parents and Teachers may put and keep itself in the forefront of those beneficent institutions contributing to the maximum advancement of human life and character?

The nearest and absolutely essential task of parents is to improve parenthood itself now and in the generations to come. For various reasons which need not be enumerated here, parents are, of all human agencies, in the best position to improve permanently the quality of parenthood. To do

this demands both the increasing of their own efficiency as parents and the definite training of their children, from infancy onward, for still better parenthood.

Being fully effective mates — without which they cannot hope to be good parents — and building an adequate family life by way of the various home relations cannot, in our complex and artificial civilization, come about through chance, ignorance, and dependence on native instincts and the impulses of the moment. To become worth while mates and parents calls for knowledge and spirit and skill equal or superior to that needed in any other human enterprise. It is the most intimate and technically difficult job of our lives, and demands corresponding preparation.

To start present-day parents to improve their amateur standing without becoming professionals, and to inspire and aid all other social agencies to supplement and extend the work of parents are, to my mind, the natural tasks of this organization, and quite the most significant work in the world. It is an enterprise of adult education, of far-reaching and adequate training of parents and all teachers in schools, churches, or elsewhere.

Such adult training must include all that makes for parental efficiency in solving marital responsibilities and adjustments; in understanding parental opportunities and mastering the methods of meeting them; in all that pertains to the eugenics of childhood; in child psychology and mental hygiene, and training suitable to various ages; in sex-education, as pertaining both to personal character and conduct and to social relations; and in cooperating intelligently with all other persons and agencies that may aid our children to come in their turn to fine marital life and parenthood.



THE steps involved in this are: (1) discovering and interesting parents and other persons who are now or may become leaders of other parents; (2) securing the preparation of courses of study in various essential subjects suited to the various grades of parents; (3) training leaders in the methods and spirit of the various aspects of study and thus building up in every community a corps of teachers ready to lead groups in all essential subjects; (4) fostering in every legitimate way these necessary study-discussion groups on a really educational plane; (5) developing whatever publicity is necessary to attract parents and other teachers of children into such studies, to continue as long as their needs demand or their circumstance will allow.

Obviously, in order to take these steps, some flexible and efficient organization is necessary. Increasing membership and funds are essential. These, however, should come as the results of real accomplishment, not as primary aims. Every effort should be made to build up a chain of influence from state and national headquarters through local leaders to the individual parent, and the energies should flow in this direction, not inward. The unnecessary types of activity should be ruthlessly eliminated, and every aspect of the real work made easier. To consume the energies of competent leaders in useless and trivial tasks is criminal.

To leave the time of potential leaders and learners free for better things and to put every possible facility and stimulus at their command is the essence of the task in meeting the fundamental objectives of the organization.

—THOMAS WALTON GALLOWAY,
*Late Staff Member of the American
Social Hygiene Association*

Twenty-five Years

National Congress of Mothers Magazine

Vol. I

NOVEMBER, 1906

No. 1

MESSAGE FROM THE PRESIDENT OF THE CONGRESS

MRS. FREDERIC SCHOFF.

THE National Congress of Mothers has long felt the necessity of a medium of communication among its members, and, to serve that need, the NATIONAL CONGRESS OF MOTHERS' MAGAZINE extends its greeting to everyone who is interested in childhood.

It is but nine years since the first Congress of Mothers met in Washington, yet no one who reviews the great progress that has been made throughout the world in the betterment of conditions for children, and the more thoughtful consideration of their welfare, can doubt that the influence of the Mothers' Congress has extended far beyond its own membership and has aroused the conscience of men and women everywhere.

The great question which the Congress is asking of every father and mother, every teacher, every organization and every community is: What of the child? What are you doing to develop the God-given possibilities of his nature? What do you know of his requirements, and how are you providing for them? What are you doing to remove the evils that threaten childhood and the home?

The Congress of Mothers seeks to arouse in every heart the desire to help, if ever so little, in the great mission for which the Congress is organized: To give to every child the opportunity to develop physically, mentally and morally as God would have him.

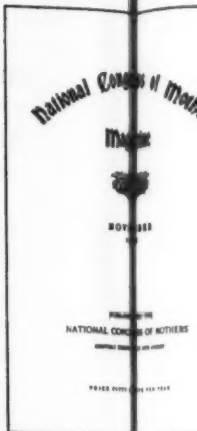
It cannot fully accomplish this purpose until every parent, every teacher, every citizen is enlisted in the movement to guard and further the interests of childhood. The most carefully protected and nurtured child must live in the world and meet its temptations. Only educated parenthood can safeguard the youth of the nation and by intelligent, purposeful, systematic effort in every village, city and State make America a land where the welfare of the child receives the highest consideration.

There are already hundreds of Mothers' and Parents' Circles reaching from the Atlantic to the Pacific, but there should be hundreds of thousands.

The officers of the Congress cannot come in personal touch with everyone, but, through this little magazine, the message may go forth, and the most isolated and widely separated parts of the country may meet.

It will seek to help the circles by publishing stimulating articles and outlines of study, considering practical questions that meet every parent in the training

*Miniature reproduction of the cover
and three pages of the*



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of children. There will also be outlines of work for not young mothers, but women whose children are experience of life, have gained the judgment and knowledge of broad and varied fields of the world's work.

The young mothers have all they can do within birds have flown from the nest, the mother-work in to better conditions for other children. It may be vacation schools, play grounds, kindergarten, marriage, compulsory education, or any other measure. It may be in forming mothers' circles and awaken appreciation of all that motherhood means. It may be regulating child labor, juvenile courts and probation house inspection, visiting nurses, schools for the delinquent for the homeless, help for the erring. It may be that menaces the purity and sacredness of the home tone of society. In His name, with His words "I unto one of the least of these, ye have done it unto of every worker, blossoming into practical deeds of day may effect a greater uplift in physical and moral. The Mothers' Congress, Guardian of the Child, any woman who will not enlist under the banner?

There are many thousands of members in the make it her business to add one new member this year self and get one other person to take it. The MAGAZINE business basis and will command all the it requires work for which the Congress stands

MESSAGE FROM THE FOUNDER OF THE CONGRESS OF MOTHERS

MRS. THEODORE W. BIRNE

THIS was written about ten years ago, but conviction as to the meaning and importance of of this need for the education of parents impelled assistance of others, the National Congress of Mothers

"In the minds of the average man and woman great need there comes a desire that the need should of earnest effort on the part of comparatively few men to see the importance of the Education of Mothers work of reform, of whatever nature, will never begin at the fountain head. We cannot make over but we can endeavor to make over ourselves; we can ties of parenthood, and with but little study in the acknowledgment of the sacredness of such obligations

of CHILD WELFARE

NATIONAL CONGRESS OF MOTHERS MAGAZINE

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charge them the race will gradually evolve from its present condition of discord into one of harmonious development.

"Because maternal love has stood for all that is holiest and most self-sacrificing in the history of the world, it is natural to suppose that mothers will be quickest to grasp the significance of the work which can be accomplished through the organization of Mother's Clubs, and therefore this appeal is made to them, but parents' meetings and parents' and teachers' unions will be an inevitable sequence. The organizers of such clubs are and will be the pioneers in a campaign which will never cease until the strongholds of maternal ignorance, with their attendant evils, are wiped out of existence.

"The average mother is but indifferently equipped with knowledge for the spiritual, mental, and physical training of childhood. Is this strange when throughout the whole period of her education there has been perhaps not a single hour in which the subject was presented to her as one most worthy her attention? What a satire upon our boasted wisdom of to-day, when dead languages and higher mathematics take precedence over that knowledge which should stand pre-eminent in a woman's education! What deplorable ignorance we see on all sides, ignorance not only of the varied temperments of children but ignorance of their physical needs, with results too distressing to be dwelt upon! A gardener does not treat all plants alike. He carefully considers the organisms with which he has to deal, and fosters the conditions favorable to their highest development; but not so do we, in the child-garden of the world. He gives study, and patient watchfulness to his task; but what do we in many instances bring to ours? Some threadbare maxims, some cruel generalities and an indifference which, considering the importance of the subject, is appalling. Since the finer sensibilities of children are often ignored, it is small wonder that they are early blunted or perverted, and that ere boyhood or girlhood is attained these priceless attributes have become atrophied through lack of proper culture.

"The parents who truly love their children are they who can recognize, through the needs of their dear ones, the needs of all other children, and who feel in their inmost being the claim of childhood to happiness.

"It is not clear that in the education of mothers we have the A, B, C of reform, and that the other letters will say *themselves* when these are well learned?

"We are fully aware that many organizations are already in existence, and that they are accomplishing great results along these lines, but there is no *National* movement with the one avowed aim of concentrating the thought of the *Nation* upon the importance of *educating the mothers* and, through them, the race.

"We hope to make the Republic realize that 'its greatest work is to save the children,' and this we can accomplish just as soon as mothers' and fathers' hearts are awakened to all the needs of childhood."

"The very foundation of the whole Commonwealth is the proper bringing up of the child."—HORACE MANN.

first issue of the magazine which became CHILD WELFARE

Concerning Older Children

For Study Groups and Parent-Teacher Associations

The Older Child and Problems of Discipline

BY AFTON SMITH

Assistant Professor of Child Care and Training, University of Cincinnati



SAID a mother one day, "My baby does not mind me as well as he used to. He is ten years old now, but he is harder to manage than he was at three."

Said another mother, "He is no longer a baby, is he?"

"Well," replied the first mother, "he is still a baby to me and I suppose he always will be. You see he is our youngest."

Here was a ten-year-old boy who was hard to manage because he was still treated like a baby, and this is often the cause of problems in disciplining the older child. We know that he weighs more at ten or twelve years of age than he weighed at three, and we can see that he is much taller. But we forget that his mind is growing as well as his body. We say, "Oh, yes, I know that his mind has developed, and I think his teacher should make him use it in school to secure better grades." Then he returns from school and we forget to make use of this same mind when we try to secure better behavior at home. We continue to treat him like a baby at an age when he can be reasoned with and when he can be appealed to on a higher level of interest.

William worked hard for a long time, helping his father drag bean poles down to the garden. He felt very important and helpful and he tried to follow Father's directions. After a while he lost interest in

the work, for he was only eight years old. He became careless and stepped on a bean vine. Then Father scolded him sharply and William began to cry. His father said that he was a baby and that he was more trouble than help anyway, and sent him into the house. William soon stopped crying, but he was naughty for the rest of the afternoon. Father had not made use of William's intelligence and he had not appealed to his pride in helping do the work. William had been treated "like a baby," at least the way some babies are treated.

Respecting Childhood

ANOTHER mother said one day that we do not have enough respect for childhood. She had in mind an eight-month-old baby. It is also important that we show some respect for an eight-year-old boy or girl.

A girl of fourteen asked her mother if she might go to the picture show that night. Her mother said, "No!" and the girl asked, "Why not?" Then Mother was irritated and replied, "Because I said so, my dear. Now don't ask me 'why' again." Daughter lapsed into silence for the remainder of the evening and Mother thought she had solved the problem of obedience. Do you think she had secured whole-hearted obedience or had Daughter gone on to the movie in spirit though not in person?

If we can show this older child that there is a good reason back of what we wish her to do, she will obey in a better spirit. But it does not convince a child to

tell her she should obey just because it is wrong to disobey one's parents. That is not a good reason. We must have good reasons to offer and we must have clear in our own minds just what is a good reason.

For example, we ask children to obey at times because we want their behavior to be morally right. And we ask Alice, aged ten, not to jump rope on the neighbor's newly planted lawn because it is wrong to injure the property of another person. At other times we want children to obey because it is the custom among people to behave in a certain way, and we ask Alice to say "please" and "thank you" because people will not think well of her unless she speaks politely. Again, we want children to obey because it suits our own convenience. And so we ask them to spend fifteen minutes reading while Mother takes a much needed rest, or we ask them to play their game in the other room while we talk with callers. We have a right to ask that children consider our comfort part of the time provided we respect their rights at other times. They need to learn that other people have rights.

Obedience and Self-Discipline

BUT first let us see clearly in our own minds whether we want them to obey for reasons of moral significance, of social custom, of personal convenience, or for some other reason. Then let us be honest with the children. They can understand "why" better than when we give the same reason for all behavior, namely, "because we want them to be good children!"

A child not only will obey more willingly, but he will learn more about self-discipline when he can see the necessity for our requirement. A child's feeling toward authority which he understands to be fair is very different from his feeling about control which he feels is merely used to "take it out on him." A little girl cautioned her playmates to be very quiet one day. "Because," she said, "Mother has a headache and you know she is always cross with us when she feels that way." Mother had never explained that it was a kindness to herself when the children kept quiet. She had, however, said with a great deal of

irritation that the children always "just tried to see how bad they could be when she had a headache." Mother had implied that the children were "taking it out on her," and the little girl had decided that mother was "taking it out on her and her playmates." And so she obeyed, not willingly, with sympathy for Mother, but because she was afraid of her. Her obedience was not the self-control kind, but the fear-control kind.

Children may learn self-discipline when allowed to have practice in making certain decisions for themselves. They learn by practice and by taking responsibility for the results of their behavior. The possible outcome of their choice should be pointed out to them beforehand. Then they should be allowed to enjoy the results of their wise choice or suffer the consequences of an unwise choice. The parent often interferes with their learning at this point by protecting them from the unpleasant results.

Louise chose the prettier of two dresses for school in spite of her mother's warning that the plainer dress would have to be worn to the party on Saturday. But on Friday night Mother felt she couldn't bear to have Louise wear the plainer dress to the party, so she stayed up late laundering the other dress. Louise did not learn to practice self-restraint for some future end nor to choose her clothes more carefully the next time. She learned, instead, to trust to good luck and to Mother to help her out again, should she make another poor choice.

Although children may make many decisions for themselves, their judgment and experience are not sufficient to allow them to make all their own decisions. A little girl wanted to wear socks in the winter-time but her mother felt the risk was too great. She could not allow the child to become ill in order to teach her to make a wiser decision next time.

A seven-year-old boy was allowed to choose the school which he wished to attend and later he was allowed to transfer to another school at his own request. It is doubtful whether children of this age can make the best choice in such matters. When allowing them to make decisions for

themselves (and there are many which they can make) we should be careful not to allow decisions which involve too serious consequences such as illness. Nor should we impose too great a responsibility on children's immature judgment. But we should be willing to stand firm and let them learn their lesson once we have allowed them to choose for themselves, for the punishment which naturally follows unwise conduct is the most effective.

Punishment

DIRECT punishment should not be needed very often during adolescence, but if it is promised, it should be given. If the sixteen-year-old has been told that the radio is not to be turned on until home work is finished, then the home work should be done even though bedtime arrives and shuts out radio altogether for that evening. If this seems to be an unfair or harsh rule, then the parent should think twice before laying it down. Hasty threats of punishment which are never carried out are a very general cause for disobedience among children.

Punishment when applied should not result in humiliation. When punishment does have such a result, it does more harm than good, for the child is growing up and feels as we do when humiliated. A life-long sense of inferiority may be caused by such treatment. Correcting or punishing in the presence of others adds a sting of humiliation which counteracts all the good that might be done. A boy of eleven had been disobedient. His mother scolded him roundly in the presence of his crowd and sent him to his room to stay until supper time. He reported years afterward that he said over and over to himself, "If she had only waited till the fellows had gone!" He spent his hour of punishment thinking about his humiliation in the presence of the boys and not about his bad behavior.

A mother once said that she could control her daughter better by shaming her

than in any other way. This mother could not look into the future years to see the effect which continued humiliation might have on her child. Another less sensitive child may become hardened to shaming, but that is also undesirable. Sharing responsibility with the older child is a better means of control than scolding, punishing, or shaming.*

It is well to use our sense of humor and allow ourselves to be secretly amused rather than openly annoyed by some things our children do. It pays to save our nerves and our energy for handling the really important problems. Then we can enjoy our

children for the remainder of the time.

Here is a boy in the smart aleck stage.† Observe him without seeming to do so and allow yourself to be amused a little bit at his efforts to attract attention. Do not get angry. He will soon pass out of this stage into the next.

Here is a young daughter, aged twelve, standing a great deal before the mirror, arranging her hair and clothes. She did not used to do this. Let her alone and devote your energy to thinking up wholesome activities which will take her mind away from herself.

Here is a boy in the desperado stage, with a red bandana and an old hat. Shavings litter the floor where he has tried to carve a wooden gun to wear in his belt. He goes about pretending to shoot up everything from the bed post to the man in the moon. He is really amusing when you take time to observe how true to his age are his antics. Ask only that he clean up the shavings and be careful of the furniture. Then let him alone. He is working off an imaginative phase that will pass away as naturally as it came. You need not be afraid he will be a gunman when he grows up, so long as his

* In this connection the editors call special attention to "Mother Learns a Lesson," by Dorothy Whitehead Hough in *CHILD WELFARE* for October, 1931.

† See *The Child from One to Twelve*, by Ada Hart Arlitt.



home provides plenty of other interests and he is not steeped in bandit atmosphere at the movies. He will take up a new interest in a few weeks and another stage of growth will begin. Do not say with a sigh, "What next!" for the next stage will probably be as interesting as the one before.

If we have a child between eight and sixteen years old it will be helpful to remember the following precepts:

His mind has matured sufficiently to see reasons for behavior that he could not see as a baby.

Reasons for conduct must be clear to ourselves before we can explain them to the child.

Self-discipline is achieved through understanding and through practice in making some decisions for one's self.

If punishment is not to be given it should never be promised.

The passing stages of growth, while requiring direction, do not require worry; they are sometimes amusing and always interesting.

Questions for Discussion

1. Betty was giving Mother an enthusiastic review of the club meeting. In the midst of the story, Mother walked away to the telephone, leaving Betty talking into space. How may this incident affect the future problem of controlling Betty?
2. Can all problems of discipline at this age be solved by a reasoning method? (See *Your Child Today and Tomorrow*, Chapter IV.)
3. What are the relative values of general lectures on behavior and of pointed references to specific actions? (See *Your Child Today and Tomorrow*, Chapter IV.)
4. The period from six to fourteen has been called the time of greatest misunderstanding between parents and children. Why? (See *Psychology of Childhood*, page 292 and following.)
5. How far can we appeal to ideals and a moral conscience at this age? (See *Psychology of Childhood*, page 294 and following.)
6. What should you do when the child appears to prolong the argument in order to put off the act of obedience?

Reference Books

Your Child Today and Tomorrow, by S. M. Gruenberg. Philadelphia: J. B. Lippincott Co. \$2.50.

The Child from One to Twelve, by A. H. Arlitt. New York: McGraw-Hill Book Company. \$2.

Psychology of Childhood, by Naomi Norsworthy and M. T. Whitley. New York: The Macmillan Company. \$1.80.

(This is the third article in a study course, Concerning Older Children, given under the direction of Dr. Ada Hart Arlitt, Chairman of the National Committee on Parent Education. The fourth article, "The Gang Age," by J. W. Faust, will appear in December. For free program leaflets outlining the entire course, send to CHILD WELFARE, 1201 16th St., N. W., Washington, D. C.)

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PREPARED BY MARGARET JUSTIN

Dean, Division of Home Economics, Kansas State College, Manhattan, Kansas

LESSON III

Planning and Furnishing the Home

HOUSES, like people, seem to have definite characteristics and to portray attitudes of life in an unmistakable manner. The tiny cottage, neatly kept and almost smothered with flowers, the conservative colonial house, and the flamboyant castle-like structure alike speak loudly of their builders and their owners. Fortunate indeed is the person who has found to be true the statement of the poet, "Your house is your larger body." If a house is as fitted to the life and processes of the family living therein as the body is fitted to the purposes and activities of the individual, a highly satisfactory home plant should result. Not all of us have been able to plan houses to serve as "larger bodies" for our families. Many houses now in use were designed for other days when labor, supplies, and social conditions were different; or perhaps they were planned for our own families before the group included children or possibly aged grandparents.

Since less than three per cent of the families in our country are accommodated in new dwellings each year, our problem as home makers becomes largely a question of the best use and maintenance of the houses

we already have, with their furnishings and equipment. There is, of course, the further possibility of adjustments in the yard space, in the floor plans, and in the furnishings of our present homes as we discover better means of meeting family needs including those of the children. In the words of a report of the White House Conference, we should be mindful that "the house in which the child spends the early years of his life is intimately associated with all the first impressions which shape his later attitudes, and affects in many ways his development. . . . In planning the house with the thought of children in mind, it must be considered from the point of view of their health needs, their safety, and their general welfare."

Since we as adults are more fully aware of our needs than we are of those of children for whom we are responsible, it might be well just to list our own needs, adding those of the children later.

Physical Needs

WE will take it for granted that a house should be clean, and free from household waste; that a circulating supply of fresh air is necessary; and that a modern

plumbing system, adequate and sanitary, is of utmost importance.

Heat

Types of heating plants have been the subject of much discussion. We are told that the dry hot heat common to most of our houses is responsible for the frequency of colds and respiratory disorders. The recommendation has been made that both temperature and humidity should be regulated to produce the best health conditions. Study and research indicate that a temperature of 68° Fahrenheit and a relative humidity of 50 to 75 per cent give the optimum condition.

But what a difference there is between the world in which you live and that in which your toddling or creeping child lives. There is a difference of several degrees in temperature from the floor where a baby plays to the place where the thermometer is hung, six feet above the floor. This is a fact commonly overlooked, and accounts for some of the poor atmospheric conditions to which children are subjected.

Light

Are you cheered by sunshine? Then you will agree with the recommendation of a subcommittee of the White House Conference that the design of the house and its placement on the lot should insure direct sunlight in each room at some time of day. It may be that the removal of one of the trees or the addition of a window will secure the desired flood of golden light.

Quiet

Just as important as light is quiet for the long hours of undisturbed sleep necessary for every member of the family, particularly the children. Recently one mother found the nervous irritable condition of her child explained by the fact that of the two bedrooms in the house, one opened from the

living room and the other was so placed that the noise from the garage was readily heard. Regardless of which room the child was placed in, the usual late return of the adult members of the family from their numerous engagements awakened him. A study lasting one week showed that the child averaged less than six hours of sleep nightly. A re-routing of adult entry to the house through the rear entrance made undisturbed sleep possible for the child in the front bedroom. Every house should be studied for its possibilities for quiet and privacy that will make possible recuperative rest.

For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching.—*The Children's Charter*

Safety

Safety is not less important in the house than it is on the street. Every year a toll is taken of child life through fire hazards in the home. Frequent injuries also result from unnecessary falls and tumbles.

Protection from these dangers lies partly in the training of the child, but attention should be given so that as far as possible the child is protected by provisions for fire-proofing the house, for safe lighting and heating equipment; by the addition of low rails on stairs; and by removing the hazards of highly polished floors.

Planning the House

MOST of these suggestions deal with the bodily security and physical development of the child. But there are ways in which the housing affects the mental, moral, and spiritual health of the family members. For example, a thoughtful arrangement of furniture will provide centers within rooms which will foster the cooperative activity of the family group and a sharing of recreational experience.

There are the further needs of privacy for personality development, of a place for "one's own things," both essential to a sense of property rights. For children it is also necessary that there be a place to play, work,

and live unrestricted by the activities and plans of the adult members of the family.

In a house planned for adults there are inconveniences for little children that may escape casual observation. Hooks, tables, and washbowls may be too high to reach; stairs may be difficult to travel; and swinging doors may be a constant danger. Minor adjustments can be made to meet each of these cases.

Furnishings

A CASUAL study indicates that the older child feels more deeply the problems involved in the furnishings and equipment of the home than those arising from the planning of the house itself. Perhaps for these youngsters and for their parents the thing most needed is a proper understanding of a scale of expenditures. A "rule of thumb" states that the house and lot should not exceed in cost an amount *double* the yearly income. In other words, generally speaking, a man on a \$2,500 income should not buy or rent a house valued at much more than \$5,000. An increase in the scale of living, resulting from the selection of a too expensive house, will lead to further complications later, since the amount to be invested in furnishings depends upon the house to be furnished. An accepted rough estimate of the allowance to be made for furnishings and equipment is a sum equal to approximately one-third of the cost of the house.

Just as most of us do not plan new houses, so most of us do not face the problem of a complete re-furnishing of a house in any given year. Since this is true, it is most important to have a plan accepted by all the members of the family as a basis of procedure. Articles of furniture should not be bought just because they are cheap, with the expectation of replacing them shortly. Usually an article purchased remains in the house for some time. Nor should purchases be made at the urgency of one member of the family only. A plan that is truly a family plan is the wisest basis for maintaining house furnishings. Many mothers are faced with the insistence of the high school daughter that there be a general discard of the furnishings of the home to meet modern

customs. In such a case it would be well to study the furnishings on the following basis:

Is the color scheme harmonious?

Do the furnishings seem to belong to the style of the house?

Do the pieces of furniture used in any one room seem to belong together as far as character and quality are concerned?

To what extent does any piece have emotional significance in the family circle?

To be able to keep the charm and interest of the family's tradition in the minds of the children and yet to satisfy on a limited income the longings of the adolescent for modernity is a frequent problem of the home maker. In times when the demands of material things press on people so ruthlessly we do well to survey our houses, asking what and why we have put certain things in it. In the words of the Prophet, "You shall not fold your wings that you may pass through doors, nor bend your heads that they strike not against a ceiling, nor fear to breathe lest walls should crack and fall down."

"You shall not dwell in tombs made by the dead for the living.

"And though of magnificence and splendour, your house shall not hold your secret nor shelter your longing.

"For that which is boundless in you abides in the mansion of the sky, whose door is the morning mist, and whose windows are the songs and the silences of night."

Questions for Discussion

1. What constitutes a satisfactory yearly budget for furnishings and equipment for a family with moderate income?

2. Outline a specific plan whereby a family can keep its furnishings and equipment in good repair.

3. What methods of heating are common in your town? What are the advantages and disadvantages of each?

4. What should be done in your town to make homes fire-safe and accident-safe?

5. Check as to the adequacy of garbage and sewage disposal in your community.

6. What special provisions should be

made in yard and in house to insure adequate provision for the development of children?

7. How may a house or its furnishings affect a child's moral and spiritual development?

8. What storage and closet space should be provided for a family of five in your community?

9. What changes could be made in your house at a cost of \$25 or less to make it a better place for children?

Suggested Readings

Problems in Home Living, by Justin and Rust. Philadelphia: J. B. Lippincott. \$2. Pages 57-95.

The Home and the Child. A Report of the White House Conference. New York: The Century Co. \$2. Pages 9-57.

"Fifty-one Hours a Week," by Blanche Halbert; "How to Own Your Own Home," by John M. Gries and James S. Taylor; "Standards for the Home," by James Ford; "The Home Should Facilitate Individual Moral Growth," by James Ford. Washington: Better Homes in America.

"Convenient Kitchens" (No. 1513, 5c); "Farmstead Water Supply" (No. 1448, 10c); "Making Cellars Dry" (No. 1572, 5c); "Methods and Equipment for Home Laundering" (No. 1497, 5c); "Simple Plumbing Repairs in the Home" (No. 1460, 5c); Farmers' Bulletins. Washington: U. S. Department of Agriculture.

"Home Playground and Indoor Playroom." New York: Playground and Recreation Association of America.

The Government maintains an Information Service in Home Economics which may be reached by addressing

Dr. Louise Stanley,
Bureau of Home Economics,
Washington, D. C.

(This is the third lesson in a study course on *The Home of Today*, by Dr. Margaret Justin. The fourth lesson, "Planning the Use of Time," will appear in December. For free program leaflets outlining the entire course, send to CHILD WELFARE, 1201 16th St., N. W., Washington, D. C.)

November, 1931



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LESSON TWO

CHAPTER III

GENERAL CARE, INCLUDING DIET AND CLOTHING

"The child who is angry, lonesome, unduly excited by over-stimulation at play or by fear is in no condition to assimilate and digest his food."—Dr. D. A. Thom in *Everyday Problems of the Everyday Child*

QUESTIONS

1. "The normal child is a creature of much energy and is almost always active." How shall we provide for this activity? (Page 29.)

2. What material makes the best under-clothing for small children? (Page 31.) What is best for outer garments? (Page 31.)

3. Discuss the importance of proper food, rest, and air for the growing child. (Pages 31-34.)

4. What is the cause of rickets? How is the disease cured? (Page 35.)

5. Name and discuss the six food elements necessary to growth. (Pages 37-41.)

6. Discuss the value of a regular health examination. (Pages 41-46.) Tell of the aid of the Summer Round-Up in discovering remediable defects.

7. Answer the questions on page 46.

Project: Make out a day's menu for a child of six months, including necessary food elements for the child of one year; six years. (See pages 36-41.)

"The growth impulse is inherent in the young of all animals, including the human

being, and in obedience to this natural impulse children will grow even under hampering surroundings. But for perfect development of body and mind certain fundamental physical conditions are required. Among these are pure air, food, and water; warmth and protection; sleep and rest; freedom and exercise. It is plain wisdom, therefore, to surround children throughout the whole period of childhood as far as possible with those conditions which are most favorable to healthy growth."—*Child Care*, published by the Children's Bureau.

CHAPTER IV

CHILDREN'S DISEASES

QUESTIONS

1. What do we mean by the term "immunity to disease"? (Pages 48-49.)

2. How may immunity to disease be acquired? (Page 49.)

3. What arguments would you use to refute the old idea that "children are sure to have whooping cough and measles, and the sooner they have these diseases the sooner they are over them"?

4. How may a parent help increase his child's resistance to diseases? (Pages 49-50.)

5. What is an "infectious disease"? (Page 50.)

6. How do we "take a cold"? (Page 51.)

7. Give general rules for the prevention of the spread of infectious diseases. (Page 51.)

8. What should a mother do to care for her child when she discovers he is not well,

and what should she do to protect the other members of the family? (Pages 51-52.)

9. What would you suggest for the care of the child who is sick for some time? (Pages 52-53.)

10. Answer the questions on page 59.

"The infectious diseases are caused by taking into the body microscopic living plants or animals called germs and in no other way. Each disease has its own particular germ which infects the body and gives rise to that kind of illness and no other. It is by the communication of these germs from the sick to the well that children 'catch' diseases and epidemics are caused. To prevent the spread of infectious diseases it is necessary to keep sick and ailing children by themselves and also to recognize illness in its early stages, because some diseases may be communicated before they have fully developed."—*Child Care*

(The third lesson in this course will outline Chapters V and VI of the textbook: "Mental Growth of the Child" and "Learning.")

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Toward Peace

A-Z

ALL teachers and parents, as well as the young people for whom it is designed, will be interested in a new monthly magazine which has recently been launched. The issue just released has a gay cover of orange and black and white. The journal's name is *A-Z* and it is "Le Lien International de la Jeunesse," "Die Internationale Verbindung der Jugend," "El Lazo Internacional de la Juventud"—in other words, "The International Link of Youth."

Like the subtitle, the brief paragraphs of interesting facts within the magazine and the captions beneath the many pictures from different countries are in French, German, Spanish, and English. For this reason it should be an invaluable aid in the teaching of modern languages.

But the teaching of languages is not the purpose of this magazine for the young people of all nations. *A-Z* is a project of the Cooperative Committee of Major International Associations of which the International Federation of Home and School is a member. Its publication must be hailed as a step forward in international relations.

The value of the magazine lies in the fact that through it growing minds—and mature ones as well—will acquire a speaking acquaintance with those of other nationalities. They will learn what is happening in other countries. They will see that after all boys and girls and men and women are not so very different whether they live in France or Germany, Czechoslovakia or the United States. Only by educating our young people to have sympathy for their fellow men and an understanding of them can we hope to arrive at the happy state when peace will be fundamentally established, not only on paper, but in the thoughts and emotions of the peoples of all countries.

A-Z's ambition, according to its own statement, "is to contribute to the promotion of peace. It endeavors to widen the

horizon for the young in their daily work and to inspire them with a sympathetic curiosity toward the people of other countries. In turning over the pages of *A-Z* they will be wandering, as it were, through the world of which these young readers should strive to become good citizens. Our object is to present in succession the various countries, civilizations, industries, modes of life, human endeavors, and all that which may tend to promote universal concord, taking as our basis the *best* attributes of nations in order to further the clear understanding of the common bonds between peoples."

Free sample copies may be had by sending 4 cents in postage to Miss Anna B. Pratt, 1919 Cherry Street, Philadelphia, Pennsylvania. The subscription price, which should be sent to *A-Z*, 39 Rue Archereau, Paris (XIX), France, is \$1.80 per year.

The Paris Pact

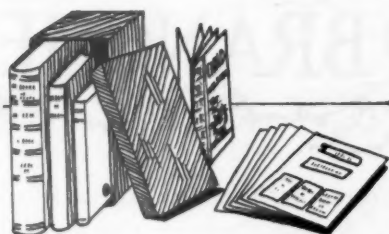
PERHAPS of even more importance in promoting the idea of peace in this country is the National Student Forum on the Paris Pact,* the purpose of which is "to secure a place in every high school program for the serious and thorough study of the Paris Pact." The Forum promotes an essay contest, the winner being given a free trip to Europe. It also sponsors an International Relations Study Tour. The cost of this trip is kept moderate. Fifteen students—both boys and girls—are allowed to join the two months' tour through which they get the opportunity to "meet the people of other countries, to talk with their leaders, and to learn by human contact what it is that constitutes the problem of international relations."

Jane Addams has said that "justice between men or between nations can only be achieved through understanding and good will."

* Address: 532 17th St., N. W., Washington, D. C.

The 1931

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The challenge of the Children's Charter was accepted formally by the National Congress of Parents and Teachers at its Thirty-Fifth Annual Convention. Speakers and leaders of conferences built their addresses and programs upon this platform. Representatives from every state in the Union and Hawaii carried home the message. The *Proceedings* of this convention forms a valuable link in the work of the White House Conference and an outstanding achievement in cooperation between the educational world and the parent world.

The two-day National Conference on Parent Education preceding the Convention brought together an outstanding list of educators and specialists in the field of parent education. The addresses given at this great conference are offered in a beautifully bound volume under the title *Education for Home and Family*. Each address makes a distinct contribution to

some phase of parent education. After each division there will be found questions for study group discussion.

Parent Education, the Second Yearbook, presents the field of parent education as it is carried on in the states. A representative number of states have outlined the development of their state work, the methods and aids used, and the future plans as formulated. Questions for study and discussion will be found of value to study groups as well as to states planning to enlarge the parent education program.

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INDIANA

Co-sponsor Plan for Student Social Activities

Parent cooperation in the social activities of junior and senior high school students was obtained by the Warren Central Parent-Teacher Association through a co-sponsor plan inaugurated in the school year of 1930-31 and found to be so satisfactory that it is being continued this year. Warren Central, with an enrollment of nearly 600 pupils, is a consolidated rural school serving all of Warren Township, Marion County, and is located three miles from the city limits of Indianapolis.

Co-sponsors, four "sets" of parents chosen from among the parents of students in each grade, cooperate with faculty sponsors in planning and conducting the student social activities of their respective grades. They see to it that pupils know each other and enjoy the social events, that there are no wallflowers, and that good social standards prevail. The results of last year justified the effort necessary in finding parents of the right sort, and the plan will be continued this coming year.—MRS. F. P. PUHLMAN, Box 188, R. R. 10, Indianapolis.

OHIO

Know Your Own School System

As a part of the year's program topic, "Know Your Own School System," the Lakewood Council of Parent-Teacher Associations of Lakewood had a luncheon meeting in January at which the superintendent of schools answered criticisms

pertaining to the management of all the schools of Lakewood.

Since the opening of school last September a few well-chosen members of the various parent-teacher associations had been quietly collecting questions and criticisms pertaining to school management. These criticisms were from all grades. The superintendent was given these questions and criticisms some time in advance of the January meeting. He tabulated them and prepared to make the necessary explanations and answers. Over 250 people attended the luncheon meeting at which this phase of the "Know Your Own School System" program was to be presented. The resulting friendly spirit of understanding and appreciation of what the schools are trying to do was most gratifying.

NORTH DAKOTA

Mothersingers

Grand Forks claims the first Mothersingers chorus of North Dakota. Invitations by telephone to every mother in the 980 families enrolled in the high schools of the city resulted in a chorus, without professional singers and soloists of the city, which has proved the value of such groups.—MRS. J. STANLEY HATCHER, 617 S. Fifth Street, Grand Forks.

MISSOURI

Effective Rural Association

After four years of work the Mount Moriah Parent-Teacher Association in a rural community north of Warrensburg has succeeded in having the dilapidated

one-room schoolhouse replaced by a modern brick building which contains the main schoolroom, a kitchenette for hot lunches, a cloakroom, a library with three hundred books, and a large basement to be used for community gatherings. The regular meetings of the association are held in the evenings at the various homes and the fathers are as constant in their interest and attendance as the mothers are. Much benefit was derived last year from the study of *Character Training*, by Germane and Germane, in the study club of the association.

The association sent a delegate to the 1930 state convention.—MRS. HARRY BRISCOE, R. R. 3, Warrensburg.

FLORIDA

Room Mothers and Visiting Mothers

The South Bay Parent-Teacher Association, organized in 1929, divides its special work for the school children between two committees whose duties are clearly defined. The room mothers, one mother from each room, see to it that milk is available for the lunches of those children who cannot go home for lunch. The visiting mothers, from each of the various communities represented at school, inform mothers in their respective localities of the various school and association activities, of the clinic dates, etc. Visiting mothers are notified if there is a pupil

who cannot be otherwise taken to the clinics or given the special attention needed, and one of them provides the special care.

Through the efforts of the agriculture class the school grounds are beautified and cared for; the work of the dental clinic is supervised; assistance is given at the time of the school exhibit at the flower show; and interesting monthly meetings are held.—MRS. G. J. BARSTOW, *South Bay*.

MINNESOTA

Civic Improvement Committee

To help the youth of Duluth to keep "physically strong, mentally awake, and morally straight" the Washington Junior High Parent-Teacher Association, aided by other associations of the city, worked for two years to secure protective laws.

In the fall of 1929 a Civic Improvement Committee was organized to find ways and means to rid the city of billboard advertisements detrimental to the welfare of children. The interest and assistance of the fifty associations comprising the Duluth Council of Parents and Teachers was secured; public opinion was aroused; petitions were circulated and signed and, after considerable effort, presented to the city council.

Obstacles were met, such as opposition of commercial advertising interests and public



The first session of the eighth annual parent-teacher institute in Georgia, sponsored by the Georgia Congress of Parents and Teachers and the Summer School of the University of Georgia, and held at the University of Georgia in Athens, in July

November, 1931

indifference, but all were overcome and the ordinance was put into effect. A decided change has been seen in the advertisements displayed and some have been removed entirely.

An Enforcement committee acts as an investigating group, reporting the business houses which sell tobacco to minors and aiding in enforcing the state's tobacco laws.—*MRS. W. J. McDONALD, Duluth.*

* * *

Rural Association

The Alden Parent-Teacher Association, in a town of 600, became a standard association in 1930. Throughout the 3 years since its organization it has had a 100 per cent membership of its 14 teachers, including the superintendent.

The association joined a county-wide diphtheria immunization movement in 1930 in which 1,300 were immunized in the county, 600 of them being from the local community, and 298 of them from the local consolidated school. A dental inspection of all students in the grade schools and in the high school was carried out, a check made of all defects in teeth, and the parents encouraged to make corrections.

A delegate is sent to the state convention each year.

A Summer Round-Up is conducted each year in cooperation with the county nurse, local physician, and dentist.

An active committee of room mothers assists the other committees whenever help is needed. Two school visiting days were carried out successfully by this committee the past year, 502 parents visiting the school. The men attend the meetings in about equal numbers with the women; there were 72 men and 82 women in the association for the year 1930-31.

The association sponsors the Camp Fire Girls and the Boy Scouts.

Each year the May meeting is devoted to an exhibit of school work in which each grade and department exhibits.

A play given by the faculty last year, with the parents in charge of the advertising and ticket selling, netted so much that no other money-making schemes were needed during the year.

The Alden Parent-Teacher Association joined with four other associations to form a county council.—1930-31 **PUBLICITY CHAIRMAN, Alden.**

PENNSYLVANIA

Adult Education

Adult education, with emphasis on parent training, has continued to hold the interest of the foreign-born and the rural



Through the cooperation of the parent-teacher association and under the leadership of a teacher, children of the Lincoln School in Harrisburg, Pennsylvania, receive the many benefits to be derived from participation in a well-conducted orchestra which opens the monthly meetings of the Lincoln-Woodward-Pleasant-View Association with a half-hour of orchestra music.

members of the parent-teacher association of the Heilwood school, a consolidated school in a small mining town. Since the organization of the association in November, 1928, there has been a decided trend toward better relations between parents, teachers, and children.

The meetings are planned one year in advance. A speaker of note presents some topic of importance such as Home Planning, Character Education in the Home and School, Mental Hygiene.

Of the 110 members 22 per cent are foreign-born. One program of great interest was a display of many things which these foreign-born members had brought from

their mother countries. The mothers and children were dressed in the costumes of their native lands.—R. T. LAING, *Heilwood*.



Fifty underweight children of the President Woodrow Wilson School, North Little Rock, Arkansas, are receiving cod liver oil, provided twice daily, in addition to lunches, by the parent-teacher association of the school. The pupils showed an appreciable increase in weight during the year.

IOWA

"Habits and Abilities" Questionnaire

A parent-teacher association in Ottumwa distributed slips asking the following questions of the parents who attended the spring examination in the Summer Round-Up work:

When your child enters kindergarten will he be able to

tell his full name, parents' name, address, and telephone number?

put on his wraps, fasten them, remove them, and hang them up in an orderly way?

put on and take off rubbers without assistance?

clean his teeth, wash hands and face, and care for finger nails?

use handkerchief properly?

use toilet properly and fasten clothes without assistance?

keep quiet when someone else is talking?

say yes, no, please, thank you, and pardon me—at the correct time?

respect property—(a) take care of toys and materials?

(b) put them away when through with them?

cross the streets without assistance, and know the way home?

tie shoestrings?

Congress Comments

In November, 1906, the first number of *The National Congress of Mothers Magazine*—now *CHILD WELFARE*—was published. On pages 160-161 of this issue of *CHILD WELFARE* are photographic reproductions of two messages which first appeared in this earliest number. One is by Mrs. Frederic Schoff, the first editor of the magazine, and the other by Mrs. Theodore W. Birney, the first president of the Congress of Mothers. A short history of the Congress magazine may be found on pages 174-176 of the 1931 *Proceedings of the Convention at Hot Springs*.

Miniature copies of the November, 1906, issue may be secured from the magazine office, 1201 Sixteenth Street, N. W., Washington, D. C., for 10 cents each.

Mrs. Hugh Bradford, National President, attended fall state conventions in Alabama, Indiana, Missouri, Tennessee, and West Virginia. Mrs. B. F. Langworthy, First Vice-President, represented the Congress at November, 1931

the Minnesota state convention; and Mrs. J. Sherman Brown, Third Vice-President, at the Nebraska and the New Mexico conventions.

Mrs. C. E. Roe, Field Secretary, attended state conventions in Oregon and Utah.

Mrs. F. M. Hosmer, Second Vice-President, represented the Congress and the National President at the Vermont state convention, the Maine state convention, the October meeting of the Rhode Island Congress, and the Massachusetts state convention.

• • •

Mrs. Hugh Bradford, who is a member of the National Red Cross Committee, recommends that Congress drives for memberships and for raising money be made at a time when they will not conflict with the annual Roll Call of the American Red Cross, November 11-26.

• • •

Mrs. Louis T. deVallière, Fourth Vice-President, had a part in the all-day parent-

teacher institute held on September 15 in Washington, D. C. "The Legitimate Use of Parent-Teacher Funds" was one of the topics discussed.

* * *

Mrs. William Travis, the new president of the New Hampshire Congress, presided at a Parent Education Conference at the University of New Hampshire, Durham, July 27-29. In addition to addresses, discussions, and recreational features there were educational moving talking pictures showing scientific methods of studying children and meeting their needs.

* * *

For the third consecutive year the University of Michigan Extension Division and the various colleges of the state are co-operating with the Michigan Congress of Parents and Teachers in sponsoring five parent education programs in each of the following centers: Big Rapids, September 14-November 9; Flint, September 16-November 11; Jackson, September 11-November 6; Sault Ste. Marie, September 30-October 14; Wyandotte, September 15-November 10.

* * *

The annual banquet of the New York state convention was given in honor of Mrs. Fanny J. Bailey—Grandmother Bailey of the state Congress—who will be one hundred years old on January 27, 1932. It is to be a birthday party to the "grand old lady," with a birthday cake and one hundred candles—and one to grow on. Mrs. Bailey has a large place in the hearts and affections of the New York State Congress.

* * *

Dr. Randall J. Condon, Chairman of the Committee on School Education, has accepted an invitation from Ray Lyman Wilbur, Secretary of the Interior, to serve in the National Campaign to Reduce Illiteracy and expects to give several months to the work.

* * *

Among the Congress representatives who spoke at the Sixteenth Biennial Convention of the Iowa Congress of Parents and Teachers, October 21-23, were Miss Alice Sowers, Associate Chairman of the Committee on Parent Education, and Mr. Newell W. Edson, Chairman of the Committee on Social Hygiene.

* * *

Mrs. Edna Du Bois, widow of Fred T. Du Bois, Idaho's first United States senator, died in Chicago on August 17. Mrs. Du Bois was a charter member of the National Congress of Mothers, now the National Congress of Parents and Teachers, and was at one time the National Treasurer. At the time of her death she was director of the juvenile department of the George Washington Bicentennial Commission.

The general secretary of the National Congress of Parents and Teachers, W. Elwood Baker, attended as a representative of Mrs. Hugh Bradford, National President, a meeting of the Organization Plans Committee of the Hoover Home Ownership Conference, held recently in Washington.

* * *

The Membership committee of the National Congress of Parents and Teachers has prepared an interesting chart showing the membership in each state based on the percentage of population in membership as of April 15, 1931. Colorado has 5.43 per cent of its population enrolled as members of the Congress, the highest percentage of all the states. California, the state with the greatest number of members, is third in percentage of population enrolled and Delaware is second. A copy of this chart may be obtained on application from the National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C.

* * *

In addition to attending the Iowa convention, Miss Alice Sowers, Associate Chairman of the Committee on Parent Education, expects to include Michigan, Washington, Idaho, Utah, Maryland, South Carolina, and Mississippi in her parent education itinerary for the fall months.

* * *

Mrs. L. E. Watson, former president of the Connecticut Congress of Parents and Teachers, is now serving the state Congress as Field Secretary.

The "Reversible Why"

(Continued from page 139)

from you will usually elicit a reply and soon the child by his own efforts arrives at the same answer which you would normally have given him at the start. Besides, it doesn't take any more of your time than to do the thinking for him, and it assuredly is of far more profit to him."



Founded in 1728 by Benjamin Franklin

FRANKLIN PRINTING CO.
514-520 LUDLOW STREET
PHILADELPHIA

WHY?

BY A. H. TOWNSEND

Little Jane is half-past three
And as sweet as she can be.
Jane is always asking me,
"Mamma, why?"

"Why do chickens have *two* wings?"
"Why do bumblebees have stings?"
"Why?" a lot of other things.
Always, "Why?"

"Why do postmen wear gray clothes?"
"Why do colds get in my nose?"
"Why do thorns come with the rose?"
Ever, "Why?"

"Why are you my mamma?" she
Asked once. But Jane seemed to me
Too young for heredity
And its "Why?"

Our neighbor found Jane curious.
"Do you live next door to us?"
His "Yes" left her dubious.
"Do you? Why?"

"Why does supper follow lunch?"
"Why do gravel-paths go 'crunch'?"
"Why can't I just taste the punch?"
"Mamma, why?"

"What is that?" No matter how
Much she asks, I answer, "Now,
Jane dear, that is just a cow."
"Cow? And why?"

"Patience is its own reward."
Though her "why's" oft have us floored,
Frankly, we are never bored
By her "Why?"

After all, why *is* the sky?
Why are you? And why am I?
Don't we all seek, till we die,
To know why?

November, 1931



"MOTHER!
Are there any
Oil Wells in
RUMANIA?"

Making it EASIER for Parents!

Parents are beginning to realize the teacher can't do it all in the 25 hours a week at school. Mothers and fathers have an opportunity and a responsibility in the 143 hours each week spent out of school to help the child get the most out of school and out of LIFE.

And there's a new way, free from effort and anxiety to accomplish this. To show your child how to find the answers to his questions—how to help himself! How to follow through the day's lesson and build up a single fact into a comprehensive knowledge of the entire subject.

When Learning is Fun!

Remember your own school days—how anxious you were to recite when you "had" your lesson—what a thrill it gave you to stand up before the class when you were confident you really knew what you were talking about! Learning was fun.

But when you DIDN'T UNDERSTAND about some subject, you hated school, hoped the bell would ring before teacher got to your name. You'd do anything to avoid the embarrassment of failure before your classmates.

Help Your Child Enjoy School

Teachers say they can pick out the pupils in their classes who have THE WORLD BOOK Encyclopedia at home. Modern educational methods demand the material which it provides, so interestingly, so graphically. "Every subject included in the elementary and high school courses is treated," says Professor M. V. O'Shea, the Editor-in-Chief, internationally known educator. Recommended by principals and teachers everywhere, you will want to examine THE New WORLD BOOK Encyclopedia, will want to know all about it—immediately.

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Please send, without obligation, complete information about THE New WORLD BOOK Encyclopedia and the "book-a-month" payment plan.

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Children in () Grade School () Junior High
() High School.

How do you answeryour Child's questions?

Thank your lucky stars if your child asks a lot of questions! That means a desire for knowledge—encourage it! Wise parents never say: "I don't know," for that lessens a child's faith. The best way, even if you know the answer, is to say "Let's look it up together!"

The WORLD BOOK Encyclopedia

A Public Welfare Message

There are five departments of work in the National Congress. Each is under the direction of a National Vice-President. Twenty-six volunteer chairmen, all specialists, are in charge of the committees which function in these five departments.

From time to time the directors and their chairmen will send messages to Congress members through the pages of CHILD WELFARE, the official publication of the Congress.

In the September issue, Mrs. A. E. Craig, Chairman of the Committee on Membership, which is under the direction of the Third Vice-President, Mrs. J. Sherman Brown, gave timely help on "How to Increase Membership."

This month the Department of Public Welfare makes its bow, and will be followed by other departments in later issues.



Mrs. Louis T. deVallière

GREETINGS FROM THE DEPARTMENT OF PUBLIC WELFARE. We feel that we have much to be thankful for this year, because nearly every state has a well organized department and is carrying out a definite program of work. The Children's Charter lays special emphasis on the need for activity along the lines laid down by the committees in this department. We have accepted the challenge and it is now our responsibility so to carry on the work of the department in each state that we shall have for every child a community which puts safety methods into practice, provides for his social and cultural needs, gives opportunity for wholesome recreation in his leisure time, and develops in him all

those qualities which make for good citizenship.

ISABEL L. deVALLIÈRE, *Director,*
Department of Public Welfare,
N. C. P. T.

Committee on Citizenship

"One picture," the Chinese say, "is worth 10,000 words."

Upon the minds of our children are engraved the pictures of what we, as fathers and mothers, are. Yet in this day of highly specialized training we may underestimate our influence. With teachers, with recreation and camp directors, with leaders in organizations for boys and girls—all highly trained—parents may be lulled into the belief that their duty ends with the providing of the efficient services of these groups.

"More than half the misery in the world," some one has said, "springs from stupidly placed values." We as parents may depend too much upon specialists.

Every parent wants his child to develop in such a way that he will be a good citizen, that he will not run afoul the law, that he will be a good neighbor and earn the respect of his peers. And so it is well for the parent to take frequent stock of himself, for, just as Johnny walks like Dad and Mary "takes after" Mother in her manner of speaking, so will they reflect in a more subtle way the ideals of citizenship which they have observed in their parents.

We believe the work of the Committee on Citizenship to be one of the most

important phases of the work of the National Congress of Parents and Teachers. With a greater interest on the part of associations in promoting a definite program, we believe there will come a clearer understanding of the true meaning of good citizenship, and as a result, we can develop a better type of both American and foreign-born citizens.

RUTH M. THORPE, *Chairman*

Committee on Juvenile Protection

General information concerning laws and ordinances which protect children, cooperation of parents and teachers in the enforcement and observance of such laws, public sentiment in favor of the passage of adequate laws where none exist are the fundamentals of the work of the Committee on Juvenile Protection.

The parent-teacher associations of our nation have unlimited opportunity to awaken public interest in this work and to arouse parents, teachers, and citizens to their responsibility for the protection of children.

To children already blessed with home, happiness, and opportunity the committee would guarantee future security.

For unfortunate children who have been deprived of their birthright through injustice, ignorance, and neglect; for delinquent children dwarfed in body, mind, and spirit because of heredity or circumstance over which they have no control, the committee would provide a chance to grow, to be happy, and to become useful.

Juvenile Court service, child guidance clinics, detention homes, boarding homes, protection from petty gambling and destructive commercial amusements, protection of children in industry are among the many projects which the parent-teacher association may undertake under the guidance of trained leaders.

Every service rendered the socially handicapped child will bring rich reward to the nation.

FLORENCE B. MENDENHALL,
Chairman

Committee on Legislation

Point Four of the Children's Charter claims the right of every child to preparation

for life and protection at birth; and for every mother, preparation for the giving of life and protection against unnecessary hazards. With this in mind it becomes our responsibility this year to stress the passage of the Maternity Aid Bill which was lost in the filibuster last year. We shall also stress entrance into the World Court, and we shall strive to arouse public opinion to put behind prohibition more sentiment for total abstinence.

In all our legislative work for the Congress, let us keep in mind the fact that we are a non-partisan organization, that the purpose of the Congress is educational, and that we do not promote the political interests of any person or group in our efforts "to secure adequate laws for the care and protection of children."

ELIZABETH TILTON, *Chairman*

Committee on Library Extension

"The right of children and parents alike to books and library service," recognized in the resolution adopted at the Hot Springs convention, might well be the library extension slogan for the year. For only when public libraries are as universal as public schools will our educational facilities be complete.

These libraries must be adequately stocked and manned. They must reach out through branches and stations until they serve residence, suburb, and tenement district, playground, and school. Through them all children can be "exposed" to books, acquire a love of books, and establish the reading habit. Parent education group and individual study will be possible. Education can be a continuous process all through life.

Parent-teacher associations can create public sentiment and bring it to bear on appropriating bodies and on the officials who appoint library trustees, until they provide the library service which the community has a right to expect. Associations in small towns and cities and in the open country will note the second half of the Hot Springs resolution: we "reaffirm our endorsement of the county library for rural districts."

JULIA WRIGHT MERRILL, *Chairman*

Committee on Recreation

What *does* make life bounce, anyway? What is it that gives it the tang of salt air, the pungency of balsam and pine, the sparkle of a crisp sunny winter morning?

Is it work? That is essential in order that we may live and count for plus one in the scheme of things.

Is it worship? This is the fiber of it. Worship is essential for depth and steadiness in life.

Is it love—not supine but militant love—with its attributes of infinite patience and deep understanding, love of home and homeland, love of friends, of family, of one's fellow man, of beauty in all things? This also is absolutely essential. Without love, color, tang, zest, and great inspiration are absent from life.

Work, worship, love are necessary. But given these, life lacks resilience unless we add that great leavener, play. Truly play makes life bounce. The leisure of life without play is dull and drab. Through play living is enriched and we are able to keep physically and spiritually fit. Through play in leisure hours we find our great opportunity for self-discovery, for self-expression, for growth and development. Music, drama and pageantry, creative art, literature, and recreation—all forms of play are absolutely essential to life's enrichment.

The "recreation movement" has fostered and encouraged these forms of play for years in its work of education for the wise use of leisure.

Our own parent-teacher state branches and local units have done much to increase opportunities for play. But there is much yet to be done. Leisure and its wise use is still a problem; in this mechanized age, our margin of leisure still gives most of us our only opportunities for true living. The five-day week and the six-hour day are near and will bring an even greater leisure.

So let us bend anew our energies to the task of making increasingly possible to

greater numbers life's enrichment through a joyous, worth while use of leisure in all forms of play.

This is the challenge not only for 1931-32, but for 1931-41, a challenge to every one of our committees which are in any way concerned with living and life's enrichment.

J. W. FAUST, *Chairman*

Committee on Safety

Nearly always an accident interrupts an activity. A cut finger or a fall may make it necessary for a child to leave an enjoyable and profitable game, may delay a mother's preparation for dinner; may cause a father to cease work temporarily. A serious accident may bring to a final halt the activities of an individual.

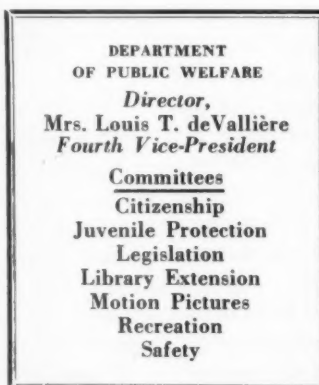
Safety, so essential if individuals and groups are to function normally and continuously, can be secured through the development of programs which may be in part remedial or preventive, but which must be in the main educational. Obvious progress is being made in the prevention of accidents to children. In the eight-year period extending from 1922 to 1929 accidental

deaths to children under fifteen decreased 2.3 per cent. During the same period accidental deaths to persons of all ages increased 28 per cent.

However, our success in preventing child accidents has not yet been so marked that we can "rest on our oars." Accidents are still third in importance as a cause of death to preschool children, first in importance between five and fourteen, and second in importance between fifteen and nineteen. We must continue to give our consideration to these facts, our support to cooperative safety activities. In particular we must give serious consideration to the appalling number of accidental fatalities occurring each year within our homes.

MARIAN L. TELFORD,
Associate Chairman

November, 1931



To make the "common cold" less common

The microbe that causes the common cold is a world's champion "hitch-hiker." He catches rides on towels and cups and pennies and dimes—and travels from sick to well by human aid.



A soap-and-water "fence"

If the public refused to give this microbe unnecessary rides, the common cold would be less common. We can't build a barbed-wire fence around the man-with-a-cold; but we can help protect ourselves with a "fence" that is even more effective—cleanliness.



Handwashing plays an important part

Hands touch door-knobs that have been touched by other hands; they touch clothes and books and trolley straps. Then they touch our mouths—and the hitch-hiker has reached his goal. More frequent handwashing with soap and warm water would often prevent the completion of his journey. Especially before meals.



Clean, individual towels

Clean, individual towels, too, make hitch-hiking harder. For when Mrs. Smith uses her own clean towel she's less likely to

pick up Mr. Smith's microbes. Frequent changes of linens and bed-clothes are important, too. And above all, clean, fresh handkerchiefs to muffle coughs and sneezes!

Clean dishes, clean food

Avoid "community" drinking glasses. And "community" dishes are almost as bad. Wash them *thoroughly* in hot soapy water—for hitch-hikers down the drain never hurt anyone.



Helping to prevent "epidemics"

Impress upon the public's mind the importance of these precautions. Do your share to make the common cold less common.

Send for this FREE BOOK

The complete story of hitch-hiking microbes is in this interesting book. Free to teachers, health-workers, and other public leaders. Address all requests to Cleanliness Institute, Dept. 2 K, 45 East 17th St., New York.



CLEANLINESS INSTITUTE

Established to promote public welfare by teaching the value of cleanliness

MENTAL HYGIENE PAGE

This Is NOT Mental Hygiene

JANE is a nervous child. She does not sleep well at night, and is often taken into her mother's bed. Also, Jane does not eat enough to keep a bird alive. Because of her undernourished condition, she is a rather pathetic looking child. Both parents expend a great deal of sympathy on Jane. They regard her as an especially delicate child and she in turn regards her ill health as a highly convenient weapon to use to get her own way. When there is a hard lesson ahead of her in school, or an examination, Jane mentions a headache. Her sympathetic mother then suggests that she stay home from school. As the day wears on, Jane's headache mysteriously wears off; and she finds herself well enough to play dolls and amuse herself. Jane is used to having her own way and is, therefore, not popular with the other children. Her mother will not admit to herself that her daughter is not liked, and so she tries to create the impression that the other children in the neighborhood are too rough and boisterous for a carefully brought-up child like Jane to associate with. And besides, there are Jane's nerves to consider. Jane is decidedly not up to par physically, but with the régime under which she is living there is little likelihood that she will improve in health; and the members of the family are so accustomed to arranging everything with a view to Jane's health that it does not seem that they look forward to any improvement. In fact, Jane's mother does not really mind her daughter's nervousness. She considers that she, too, is nervous and believes that "nervousness" is a synonym for "refinement" and an excuse for coddling. Jane's father is a long-suffering man. Having coddled his wife, whom he regards as of finer clay than himself, he has meekly fallen in with his wife's suggestion that Jane, too, must be handled with kid gloves.

Prepared by the Committee on Mental Hygiene, George K. Pratt, M.D., Chairman.

This IS Mental Hygiene

FRANCES was inclined to be high-strung. In contrast to the other children in the family she seemed to tire easily. A visit to the circus would excite her for days afterwards, to say nothing of how worked up she could get over the coming event. There was no doubt about it. For some reason or other Frances was highly fatigable. When she got excited she could not eat properly, nor could she sleep. Her parents had to insist that she stay in her own bed at night, that she lie down in the afternoon for a nap, that she stay away from other children for a time. In every way that they could foresee a situation that might serve to over-stimulate the child, they took precautions to protect Frances. However, nothing was ever said to the little girl about her nervousness. She was made to feel in a perfectly natural way that you simply have to obey nature's laws; that if you get over-tired one day, you must slow up the next. Her fifth birthday was almost a disaster, so excited did she get. But on her next birthday no great hullabaloo was made about a party beforehand, fewer children were invited to partake of her birthday cake, and they came for lunch instead of for a late afternoon party. Frances took it very hard when her mother became upset over the serious illness of one of the other children. From then on her mother took pains to protect Frances from sensing her emotional tensions. In fact, Mother realized that she herself had to be more relaxed and to take things more easily if she were to expect Frances to be less nervous. The child was given a physical examination by a good child specialist who recommended a more nourishing diet and who helped the mother to manage the spells of sleeplessness to better advantage. Now, a year later, one would hardly pick out Frances in her class at school as the "nervous," "restless," "over-active" child she once was.

BULLETIN BOARD

National Congress of Parents and Teachers

State Conventions in November, 1931:

Maryland—at Baltimore, November 17-19

New Jersey—at Atlantic City, November 4-6

North Carolina—at Wilmington, November 3-5

South Carolina—at Charleston, November 19-20

Texas—at San Antonio, November 10-13

November 9-15—American Education Week

November 11-26—American Red Cross Annual Roll Call

November 15-21—Book Week: "Round the World in Books"

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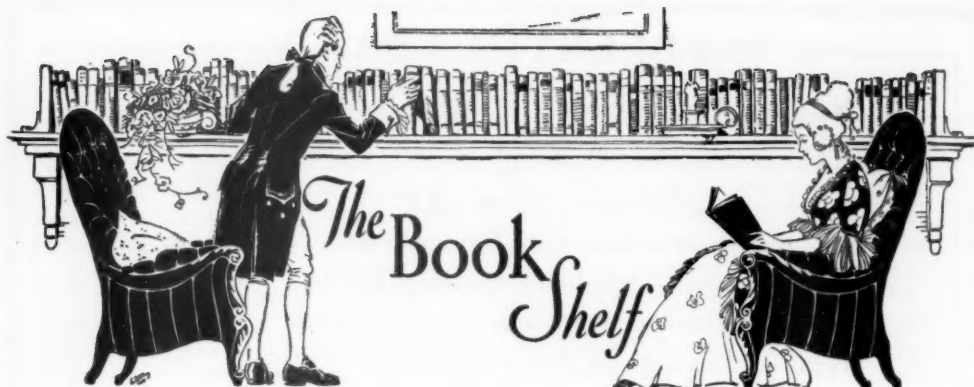
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BY WINNIFRED KING RUGG

As a bedrock principle, *The Book Shelf* approves of "Every Week Children's Book Week," but because publishers and booksellers have set apart the third week in November for children's books, there is a good and varied supply to draw from at this particular time. Since there are so many, they must be dealt with briefly.

For Very Little Children.

Little Pear, by Eleanor Frances Lattimore. New York: Harcourt, Brace and Company. \$2. It is a charming book, in both text and illustrations, and is well made for young hands and eyes. The author lived in China when she was a child, and in writing about *Little Pear*, whose eyes were like black apple seeds and took in just as much as American little boys' eyes, she has conveyed a great deal of information about the way Chinese children live.



• • •
Snippy and Snappy, by Wanda Gág. New York: Coward-McCann, Inc. \$1.50. The author of *Millions of Cats* has directed her pen and her pencil by an obviously easy transition to the subject of mice. The words have a nice lilt even when they are not poetry, and they are full of fun about the artless adventures of two young field mice who got into a house. The pictures have a buoyancy that must make little children chuckle.

• • •
Five Little Indians, by Rose Henderson, New York: Robert M. McBride & Company. \$1.50. Miss Henderson has told in simple language a story about five Indian children of our own time. They have American names and live near white men, but they have a cheerful, unspoiled out-of-door life, too, going to the mountains for summer camp, bringing up a wild mountain lamb, gathering the winter's supply of piñon nuts, but finally having a school all their own because, as Chief Eagle Wing told them, they will have to understand white people's ways.

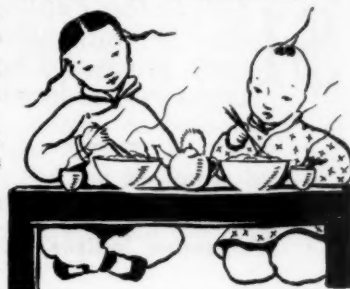
• • •
My Blue Book, Adventures for Young Children, by Helen S. Read. New York: Charles

Scribner's Sons. \$2. This may be used as a reading book for beginners. The publishers have described it as "an intelligent picture book," and they are right. It contains tiny stories and large pictures of varied inventions, such as the locomotive, the steamboat, and the airplane, which are the equivalent of magic for the modern child. Patty Smith Hill and Mary M. Reed, of Teachers College, Columbia University, have given editorial assistance in the preparation of the book.

For Middle-Sized Boys and Girls

Boy of the South Seas, by Eunice Tietjens. New York: Coward-McCann, Inc. \$2.50. This is a story about Teiki, a Polynesian boy. It is partly a story of adventure, but more especially a sympathetic portrayal of the life and temperament of the people of the South Sea Islands. While conveying all that, the writer does not lose sight of the viewpoint of an untutored ten-year-old boy. Perhaps it is because Miss Tietjens is a poet that she can write in prose for young readers with so much beauty and just the right amount of feeling.

• • •
Outdoorland, by Robert W. Chambers. New York: D. Appleton and Company. \$2.50. This large volume of nature stories for boys and girls who have not quite emerged from the fairy-tale age is by a well-known novelist. With as much attention to style as if he were doing a book for adults—and why not!—Mr. Chambers writes about the life of wild creatures, butterflies, frogs, grasshoppers, chipmunks, and many others. In each case the wild creature tells its own story, and those strict naturalists who object to putting human speech into



Little Pear and his sister, Ergu

November, 1931

the mouths of animals will find ground for criticism, although they can hardly question the writer's knowledge of his subject or his ability to make his information alive for his readers.

The Merry Ballads of Robin Hood, by Laura-belle Dietrick. New York: The Macmillan Company. \$1.35. Miss Dietrick has arranged seventeen of the old Robin Hood ballads so that they relate the most interesting legends of the English hero of the greenwood. The ballads are somewhat simplified and considerably abridged, and are connected by short prose passages which round out the story. This is the kind of book that appeals to romance-loving children and may inculcate a liking for poetry.



Robin Hood and some of his men

The child of the in-between period has less provision made for him in the year's output of books than young folks of any other age. It should be remembered that this is a highly important period in the reading experience of a child.

For Older Boys and Girls

Builders and Books, by Annie Russell Marble. New York: D. Appleton and Company. \$2.50. This is an excellent introduction to the literature of America to put into the hands of younger readers. With a rich background of study and criticism and long practice as a writer, Mrs. Marble has told the story of American history and the literature that developed from it, period by period. Nowhere else can young people find so clear a presentation of the inter-relation between our history and our literature. The book comes up to date with a discussion of current writers and the influence upon them of recent events.

The Oregon Trail, by Francis Parkman. Philadelphia: John C. Winston Company. \$2.50. Parkman's classic, written as a result of his own trip over the historic trail in 1846, appears in a new edition in recognition of the "Covered Wagon Centennial." This is one of the books that ought to be revived every few years, so that parents and librarians will be reminded to suggest it to young people. Nowhere else can they get a better idea of the life of the Indians and the spirit of the men and women who undertook that adventure to the Far West.



The five little Indians

Señor Zero, by Henry Justin Smith. New York: Harcourt, Brace and Company. \$2.50. This is a substantial historical novel for young people, written by the managing editor of the *Chicago Daily News*. Mr. Smith has made a hobby of collecting material about the voyages of Columbus. As the framework of his book he has used an old legend about a boy who was a stowaway on the *Santa Maria*. For subject matter, treatment, and style this book can be well recommended, as well as for the format and the illustrations, which are from woodcuts by Samuel Glanckoff.

The Right to Solo, edited by Ramon W. Kessler. New York: E. P. Dutton and Company. \$2. Librarians say that books about aeronautics are still the most popular reading for boys. Ramon Kessler has collected twelve airplane

stories from leading magazines for boys and from other sources. The stories, chosen by a jury consisting of some boys and the editor, who is a teacher of English, are both exciting and well written.

The White Leopard, by Inglis Fletcher. Indianapolis: Bobbs-Merrill Company. \$2.50. For most boys and some girls of approximately fifteen years this is a first-rate story of adventure and heroism in a strange land. For those who are younger it may be a bit shivery. The scene is Mobililand in Africa; the hero is a young government official sent out to deal with millions of uncivilized natives, the witch doctors, and the "Black Emperor." Mrs. Fletcher has traveled extensively in British Central Africa and is said to have given an authentic picture of the so-called dark continent. Her book is admirably illustrated by Kurt Wiese.

The Boys' Life of Washington, by Helen Nicolay. New York: The Century Company. \$2.50. With the 200th anniversary of Washington's birthday coming next February, there will be much written about him in the coming months.

Helen Nicolay, experienced in the writing of biographies for young readers, has done an intelligent piece of work in dealing with the first President. Her writing has color and vigor, and she strikes a happy mean between adulation and iconoclasm.

The Whole World's Christmas Tree

(Continued from page 156)

Number of Characters and Time Required

From 20 to 100 children are necessary, the majority ranging in age from 8 to 11-years. There is one principal character—a boy or girl of 10. One grown person is required to take the part of Santa Claus.

The entertainment can be made to fill from half an hour to an hour, by decreasing or increasing the number of countries represented.

Arrangement of Room

A Christmas tree stands at one end of the room, decorated and ready to light. Above the tree, across the stage but not actually forming part of the stage decoration, are the words, preferably in large gold letters, "SUFFER LITTLE CHILDREN TO COME UNTO ME." The more entrances near the tree the better. A clear space between the tree and the audience, in which as many children as are to take part can move about freely, is necessary. The hall should be nearly darkened just before the beginning of the entertainment.

Stage Properties Required

A medium-sized globe stands beneath the tree and included among the toys on the tree or beneath it are a ball bat, a baseball, a pair of roller skates, a kite, a top, a sled, a doll, a music box, a bag of marbles, some small wooden animals. A clock or other device for striking twelve must be in the room.

Costumes

The costumes for this play need not be elaborate. If necessary they may be plain white dresses or suits, with headdress or some other detail suggesting the costumes of the countries represented. As a matter of fact, the children of England and of Europe, especially those who live in the cities, dress very much as do those of America. A variety in the costumes will, however, add to the picturesqueness of the stage, and the accompanying drawings and suggestions (page 155) may be helpful. Santa Claus will require the traditional costume.

America. The costume for the American child in this play is a suit of one- or two-piece pajamas in white or any color.

Africa. The African girl may represent the negro tribes and wear a short white smock, or may be a desert child in loose white robe draped in at waist, and shawl like headdress with folded edge across forehead.

China. The Chinese children should wear costumes with pajama trousers and coats in plain colors, or with flowered coats for the girls.

England. A plain suit, preferably gray or blue flannel, with trousers open at the knee, and a wide white collar, is correct for an English boy. For a girl, a simple unbelted dress.

France. The French school child's smock is much like an artist's smock. It is black for boys, with a bright bow-tie, and colored for girls. The tam is of black velvet.

Germany. A colored cloth dress with bright apron may be worn by the German girl, whose hair should be in two braids down her back. The German boy may wear trousers open at the knee, a sport shirt, and soft felt hat with a feather standing up in the band at one side.

Holland. The outline of the girl's costume is shown in the drawing. For the boy there should be full trousers, narrower at the ankle. Blues, reds, and yellows, bright dark shades, should be used. The girl's cap is white lawn stiffly starched.

India. A Hindu boy's costume should be a long, loose coat of white cloth with turban. A Hindu girl should wear a white blouse under a cotton cloth costume, of any color, reaching to the ankles, one end draped and falling over head, or separate headdress. Sandals may be worn.

Italy. An Italian girl may be dressed as the drawing indicates, in a bright full skirt, and a shawl suggesting Roman stripes. An Italian boy may wear bright colored or black velvet trousers with sleeveless jacket and white blouse.

Japan. The costume for both boys and girls is a kimono, but the girl's has flowing sleeves and wide sash tied in the back; the boy's has tight sleeves and narrow belt fastened in the front.

Lapland. The costume for a Lapland boy or for an Eskimo boy or girl is made with trousers, and as far as possible of fur.

Spain. In the Spanish boy's costume, the design of which is shown in the drawing, reds and yellows should predominate. A Spanish girl may wear a flounced skirt, and bright colored shawl over white blouse, and scarf over head.

Sweden. The chief feature of the Swedish girl's costume is her embroidered apron, as shown in the drawing. The Swedish boy may be dressed much as the German.

Switzerland. The drawing shows a Swiss boy in mountain-climbing costume. The color of the costume should be brown or some neutral shade. The Swiss girl wears a full skirt, white blouse, and black velvet bodice, laced in front.

Turkey. The important feature of the Turkish costume is the *fez*. The suit may be a loose robe with soft girdle or the long, loose Turkish trousers tied at the ankle, with short coat, decorated as in the drawing, or plain.



Señor Zero (see page 187)



Question—*In what way can we amuse and satisfy our children without their belonging to so many clubs and organizations, especially during the high school years?*

Membership in too many clubs is as undesirable as excess in anything else. Have a nice chat with Son or Daughter and talk over plans for school, church, home, and social life. Help them to see that it is better to provide for a well-rounded life than to go to extremes. In some schools the parents, teachers, and principal have held council and set a limit to the number of clubs to which any student may belong and the number of offices he may hold at one time.

Boys and girls of high school age like to be together because they have many interests in common. They understand each other better than some of their parents and adult friends understand them. The love of adventure and fun is strong; and the desire for activity brings them into close relationship. Social companionship is developed and friendships are enhanced. The altruistic impulses of loyalty, service, team work, devotion to a cause begin to make themselves felt. All these the club offers.

In order that these longings and desires may be satisfied without membership in too many clubs, other means may be found. Let the young people have Friday evening parties in each others' homes. Too many homes are failing in this respect. Picnics, steak fries in the parks or the country are real fun. Tennis tournaments, skating and swimming parties give opportunity for athletics and some competition.

There are opportunities for service, too. Let the young people give an entertainment in a community center. They might visit an orphan asylum or an old people's home, bringing home-made candy, popcorn, and fruit.

Be a real comrade to these boys and girls. Try to understand them and satisfy their longings and desires in a wholesome way. It will keep you busy, but also young and cheerful.

Question—*My daughter is so easily influenced by her friends. She never seems to stand on her own feet. How can I help her?*

Perhaps your daughter has not had enough opportunity at home to decide and do some things for herself. Many parents who mean to be kind and helpful make the mistake of planning and deciding everything for their children. These boys and girls form the habit of always depending upon others. Parents who choose all their children's clothes, friends, amusements, and order every detail of their lives suddenly find themselves facing a child who rarely knows what to do and hence is easily influenced by others.

Give Daughter some responsibility in the home. Let her have certain duties to perform—and choose these herself if possible. Give her a room of her own if it can be done. Let her have entire charge of it and arrange furnishings and personal belongings to suit her taste. Give her every opportunity to think and act for herself within reason. Ask her opinion about things. Let her plan some of the meals. When guests are expected ask her to provide some entertainment. Do not do anything for her that she is able to do for herself. Children are much more capable than most of us realize.

Provide a variety of interests so that she has opportunities for many experiences. See that her associates are of her own age, not older. Older girls are apt to dominate her and that is what she needs to get away from.

Let her belong to the Camp Fire Girls or Girl Scouts.

Learn to guide her and make suggestions. This is much better than giving commands. It gives the child an opportunity to grow.

Question—*Please give me some helps to improve my children's table manners.*

The best way for parents to teach good table manners is to be good examples of what constitutes the niceties of behavior at meals.

Make the meal time a joyous occasion, something to look forward to. Let every one feel that this is the time to tell happy experiences, interesting bits of news, or a clever joke. Have everything clean—table cloth and napkins nicely laundered; dishes, glasses, and silver shining. This is an inducement to be dainty. See that the table is attractively set. An inexpensive growing plant in the center adds much to its beauty. Serve the food properly and in attractive form, using the correct dishes, service, and so forth.

Invite a guest occasionally for meals. It helps the children to become accustomed to eating with others and prevents self-consciousness. An occasional meal outside the home will likewise be helpful.

Be careful not to make good manners an end in themselves. They are a part of character and personality development. Let the child realize that it is natural to cut with a knife, and to eat some foods with a fork; that it is not fair to others to interrupt or to monopolize the conversation. Thoughtfulness and consideration for others form the basis of all good manners.

(Readers are invited to send questions to Evelyn D. Cope, care of CHILD WELFARE.)



MOTION PICTURES

BY ELIZABETH K. KERNS

Associate Chairman, National Committee on Motion Pictures

Alias—The Bad Man—Ken Maynard—Virginia Faire. Tiffany, 5 Reels. Story by Ford Beebe. Directed by Phil Rosen.

A typical and interesting Western with plenty of action, and thrills in which the hero to clear his father's name and catch his father's murderer joins up with outlaws. The villain discovers the deception, but the hero wins out.

Adults—good. 14 to 18, exciting. Under 14, exciting.

Bargain, The—Lewis Stone—Doris Kenyon. First National, 7 Reels. From stage play "You and I," by Philip Barry. Directed by Robert Milton.

Career or marriage? A mother feeling terribly disappointed that her son is about to give up his career to marry the girl of his choice, realizes for the first time in her married life from her husband's attitude to their son that the father has felt keenly the sacrifice of his own career as an artist. The wife rises to the occasion and persuades her husband to give up business temporarily and follow his bent in art. The husband agrees. The son goes to work. At the end of six months—but the picture is well worth seeing to find how the plan works out.

Adults—very interesting. 14 to 18, wholesome. Under 14, no interest.

Bought—Constance Bennett—Richard Bennett. Warner Bros., 7 Reels. From novel "Jackdaws Strut," by Harriet Henry. Directed by Archie Mayo.

With somewhat more of a demand on her as an actress, Miss Bennett "struts" through another box office film wearing beautiful clothes and crowding a lifetime of experience in two short years. Bitterly disillusioned, she returns to the straight and narrow path and those she formerly spurned. Richard Bennett carries off the honors of the film with an excellent performance as the heroine's unknown father.

Adults—unconvincing. 14 to 18, very unwholesome. Under 14, no.

Branded—Buck Jones—Ethel Kenyon. Columbia, 5 Reels. Story by Randall Faye. Directed by D. Ross Lederman.

A fast moving Western with Buck Jones in the saddle. John Oscar contributes not only the comedy, but sings a couple of songs as well. Gorgeous scenery of the great outdoors is excellently photographed.

Adults—entertaining. 14 to 18, thrilling. Under 14, thrilling.

Brat, The—Sally O'Neil—Allan Dinehart. Fox, 6 Reels. From stage play by Maude Fulton. Directed by John Ford.

A self-satisfied author, in search of local color for a new novel, rescues a waif from a night court and takes her to his home. The "brat," as she is nicknamed, keeps the home circle in a continual turmoil as well as capturing the affections of the unfairly treated younger brother of the writer. The climax is reached when the "brat" engages in a very rough and tumble battle with one of the author's ardent female devotees. However, matters simmer down, the "brat" finds she loves the younger brother, so the kindly bishop, who has always been her friend, unites them in marriage and hand in hand they go to live on a ranch in the West.

Adults—mediocre. 14 to 18, trashy. Under 14, no.

Business and Pleasure—Will Rogers—Dorothy Peterson. Fox, 6 Reels. From novel "The Plutocrat," by Booth Tarkington. Directed by David Burton.

As a razor manufacturer who goes abroad to corner Damascus steel, Rogers settles a war among Arab

tribes by shaving off beards. He meets a vamp, but his wife settles that phase. The cast is adequate, but, as usual, it is Rogers, himself, who keeps the fun steadily going.

Adults—very entertaining. 14 to 18, amusing. Under 14, funny.

Daughter of the Dragon—Anna May Wong—Warner Oland. Metro-Goldwyn-Mayer, 6 Reels. Story by Sax Rohmer. Directed by Lloyd Corrigan.

Probably the last picture with Fu Manchu, himself. On his deathbed, the old Chinese directs his daughter to finish off the remaining member of the Petrie family. This attractive and fascinating girl proceeds to carry out her father's wishes. The presentation is lavish, and the story is sufficiently exciting for those who seek the gruesome and terrifying.

Adults—exciting. 14 to 18, exciting and terrifying. Under 14, no.

East of Borneo—Charles Bickford—Rose Hobart. Universal, 6 Reels. Story by Dale Van Every. Directed by George Melford.

A picture of wild animal life in Asia which ranks very nearly on a par with "Trader Horn." The story, though slight, of a woman who seeks her estranged husband in the Far East is so presented that in the faces and movements of the two actors are quite evident the fears and terrors of the perils that only experience with the thick-nesses and fastnesses of the jungle can bring. It is a gripping, thrilling and marvelous film, but not for the nervous or timid.

Adults—very thrilling. 14 to 18, terrifying. Under 14, no.

Five Star Final—Edward G. Robinson—Frances Starr. First National, 7 Reels. Story by Louis Weitzenkorn. Directed by Mervin Le Roy.

Bald and bitter facts of the brutal methods used by the tabloid sheet. Nothing in any life is sacred if the tabloid can jazz it up and serve it as news. "Five Star Final" pictures a family ruined and broken by such a scandal sheet.

Adults—shocking but informative. 14 to 18, no. Under 14, no.

I Like Your Nerve—Douglas Fairbanks, Jr.—Loretta Young. First National, 6 Reels. Story by Roland Pertwee. Directed by William McGann.

A rather breezy and amusing comedy in which a young suitor outwits the stepfather of the girl he loves as well as outdoing a wealthy and older suitor.

Adults—fair. 14 to 18, entertaining. Under 14, harmless.

The Mad Parade—Evelyn Brent—Lilyan Tashman. Liberty Pictures, 5 Reels. Directed by William Beaudine.

A war story of nine women canteen workers, most of whom, in some way, are debauched by war. It is a very unpleasant and sordid picture.

Adults—sordid. 14 to 18, by no means. Under 14, no.

Monkey Business—Four Marx Brothers. Paramount, 7 Reels. Directed by Norman McLeod.

A wild orgy and riot of fun in which there is never a let down. As stowaways on an ocean liner the brothers turn things upside down. Harpo, in the marionette theatre, caps the climax. It is difficult to recognize any difference between him and the wooden figures. Take the children.

Adults—highly amusing. 14 to 18, very funny. Under 14, very funny.

Pardon Us—Laurel and Hardy. *Metro-Goldwyn-Mayer, 5 Reels. Directed by James Parrott.*

Laurel and Hardy have adventures in jail, in a cotton field, and in a dentist's chair. All of the picture is amusing, some parts more than others.

Adults—amusing. 14 to 18, funny. Under 14, very funny.

Penrod and Sam—Leon Janney-Junior Coghlan. *First National, 6 Reels. Story by Booth Tarkington. Directed by William Beau-dine.*

Episodes in the lives of Penrod and Sam form a comedy drama of humor and pathos with these two boys of whom Booth Tarkington writes so understandingly, as the central figures. The burial of Duke calls for handkerchiefs. Growns-ups as well as youngsters feel the pathetic pull. But there's lots of humor, too.

Adults—very appealing. 14 to 18, brings smiles and tears. Under 14, depends on child, perhaps too emotional.

Personal Maid—Nancy Carroll-Pat O'Brien. *Paramount, 6 Reels. From novel by Grace Perkins. Directed by Monta Bell.*

High life through the eyes of a "personal maid" who leaves her humble surroundings to escape its drudgery and petty bickerings and which, she mistakenly thinks, she will not find in the homes of the wealthy. Experience teaches her that wealth, fine manners, and good clothes are sometimes the veneer of snobs. The picture holds the interest because of the capable acting and winning personality of Miss Carroll and the excellent support of George Fawcett.

Adults—entertaining. 14 to 18, no. Under 14, no.

The Phantom of Paris—John Gilbert-Leila Hyams. *Metro-Goldwyn-Mayer, 6 Reels. From novel "Cheri Bibi," by Gaston Leroux. Directed by John S. Robertson.*

An entertaining mystery film of a magician who is imprisoned for a murder he did not commit. After many discouragements he solves the mystery and marries his sweetheart.

Adults—fair. 14 to 18, possibly. Under 14, no.

Riders of the Purple Sage—George O'Brien-Marguerite Churchill. *Fox, 6 Reels. Story by Zane Grey. Directed by Hamilton McFadden.*

Plenty of action and romance in this Western which had its share of popularity in the days of silents. It is as good, if not better, as a talkie.

Adults—good. 14 to 18, entertaining. Under 14, thrilling.

Secrets of a Secretary—Claudette Colbert-Herbert Marshall. *Paramount, 6 Reels. Story by Charles Brackett. Adapted and directed by George Abbott.*

Midnight foolishness, a reckless marriage, death of father which means loss of money; and the heroine's gigolo husband walks out. As social secretary in a wealthy family, the heroine finds out that the daughter of her employer is having an affair with the secretary's gigolo husband. Murder complicates the affairs of the two girls. It is an unwholesome story, but interesting drama because of cast, mounting, and direction.

Adults—depends on taste. 14 to 18, very un-wholesome. Under 14, no.

Sporting Blood—Clark Gable-Madge Evans. *Metro-Goldwyn-Mayer, 7 Reels. From novel "Horseflesh," by F. H. Brennan. Directed by Charles Brabin.*

The biography of a race horse picturing his life among those who love him and those who abuse and nearly ruin him. The care and devotion given to bringing him back to his former glory, and, through affection for him, the regeneration of a man and a girl. The photographs of the stock farms and horses are excellent. The background

of the race track, gamblers, and gangsters spoils the picture for youngsters.

Adults—yes. 14 to 18, no. Under 14, no.

The Squaw Man—Warner Baxter-Lupe Velez. *Metro-Goldwyn-Mayer, 8 Reels. From play of same name by E. M. Royle. Directed by Cecil DeMille.*

Story of an Englishman who comes to America because of disappointments. He marries a young Indian girl who saves his life and is passionately devoted to him. As a "squaw man" he is almost an outcast among his neighbors. He falls heir to wealth and a title in England and he must decide whether or not he shall return to his former life. Lupe Velez gives a splendid interpretation of the part of the Indian girl.

Adults—fair. 14 to 18, possibly. Under 14, hardly.

Street Scene—Sylvia Sidney-William Collier, Jr. *United Artists, 7 Reels. From Pulitzer prize play by Elmer Rice. Directed by King Vidor.*

A cross section of tenement life in New York's upper west side. A swift moving drama of life and death, humor and pathos, all concentrated in a day's happenings which take place in the street outside the brown stone tenement. As a production it shows the skill and artistry of the director and as a study and presentation of types it gives an insight into King Vidor's keen and sympathetic understanding. The theme is not pleasant and the picture cannot be rated as entertainment.

Adults—matter of taste. 14 to 18, no. Under 14, no.

This Modern Age—Joan Crawford-Monroe Owsley. *Metro-Goldwyn-Mayer, 7 Reels. Story by Mildred Cram. Directed by Nicholas Grinde.*

Another of the very modern, very melodramatic dramas which gives Miss Crawford opportunities to wear beautiful clothes and have emotional outbursts. This time a mother with a past almost wrecks her daughter's life.

Adults—cheap. 14 to 18, unwholesome. Under 14, no.

Traveling Husbands—Evelyn Brent-Frank Alberson. *Radio Pictures, 6 Reels. Story by Humphrey Pearson. Directed by Paul Sloane.*

An excellent cast, good photography, and capable direction wasted on a cheap, nasty, and noisy picture.

Adults—trashy. 14 to 18, by no means. Under 14, no.

Too Many Cooks—Bert Wheeler-Dorothy Lee. *R. K. O., 6 Reels. From stage play by Frank Craven. Directed by William Seiter.*

A wholesome comedy of a young couple about to be married who decide to build their ideal home far out in the country. All their spare time is spent watching the house grow. The spot becomes a veritable picnic ground for interfering relatives and friends who make it their business to advise, criticize, and interfere. It is a very appealing and humorous picture which the whole family will enjoy.

Adults—good. 14 to 18, entertaining. Under 14, enjoyable.

Waterloo Bridge—Mae Clark-Kent Douglas. *Universal, 7 Reels. Play by Robert E. Sherwood. Directed by James Whale.*

A very artistic and dramatic production, due in great measure to skillful and intelligent direction. The story is laid in London at the time of the World War. The incident tells of a girl of the streets and a young soldier who meet, fall in love, and part. The youth goes to France, his dream of love not shattered, while the woman knows that she has said goodbye to him forever.

Adults—worth seeing. 14 to 18, not recommended. Under 14, no.

FOR MATERIAL

About the Preschool Child

Turn to pages 137, 170, 179, 184, 186

About Elementary School Children

Turn to pages 152, 157, 186

About High School Boys and Girls

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For Parent-Teacher Units

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Concerning All Children

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Louise Price Bell

1906 THE OAK LEAF CONTEST 1931

CHILD WELFARE'S Silver Anniversary Year

Basing totals on subscriptions received from April 1, 1931, to September 30, 1931, the branches in the various classes rank as follows:

CLASS BIRNEY

1. New York
2. California
3. New Jersey
4. Illinois
5. Ohio
6. Texas
7. Michigan

CLASS SCHOFF

1. Missouri
2. Pennsylvania
3. Minnesota
4. Iowa
5. Colorado
6. Kansas
7. Washington
8. Georgia
9. Indiana

CLASS HIGGINS

1. North Carolina
2. Arkansas
3. Florida
4. Wisconsin
5. Kentucky
6. Tennessee
7. Massachusetts
8. Alabama
9. Nebraska

CLASS REEVE

1. Oklahoma
2. Mississippi
3. South Dakota
4. North Dakota
5. Oregon
6. West Virginia
7. District of Columbia
8. Connecticut

CLASS MARRS

1. Louisiana
2. Rhode Island
3. Virginia
4. Vermont
5. Maryland
6. T. H.
7. Delaware

CLASS BRADFORD

1. Arizona
2. Idaho
3. Montana
4. New Mexico
5. South Carolina
6. New Hampshire
7. Wyoming
8. Maine
9. Utah

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